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ABSTRACT

This document contains the performance report, external evaluation, and curricula for the Career Enhancement Program, a workplace literacy partnership conducted by James Madison University and Massanutten Technical Center for five companies in Virginia. The performance report describes how the project delivered individualized workplace literacy instruction to employees via a mobile learning center or in on-site classes at plant sites, meeting a range of mathematics, reading, and language skill needs from beginning to precollege levels, English as a Second Language (ESL), and job-specific skills. Three appendixes contain, respectively, the interview and survey form, curriculum outline, and class schedule; a set of dissemination materials; and external evaluation report (which indicates a high level of satisfaction with project activities). This is followed by nine sets of curriculum materials that constitute by far the greater part of the document. They are: (1) Valley Blox math curriculum; (2) Perdue Farms benefits and safety curricula; (3) Rocco Enterprises benefits drug and alcohol policy, safety, language experience, and math curricula; (4) WLR Foods benefits, drug and alcohol policy, safety, and language experience curricula; (5) Merck and Co. chemistry and math curriculum; (6) Rocco Turkeys ESL curriculum--Getting Dressed for Work; (7) Rocco Turkeys ESL curriculum--Let's Talk to the Supervisor; (8) Wampler Longacre Chickens ESL curriculum--Getting Dressed for Work; and (9) Wampler Longacre Chickens ESL curriculum--Let's Talk to the Line Leader. (KC)

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CAREER ENHANCEMENT PROGRAM
for
THE INDUSTRIES OF
THE SHENANDOAH VALLEY OF VIRGINIA

PERFORMANCE REPORT
February, 1993

by

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NATIONAL WORKPLACE LITERACY PROGRAM (CFDA 84.198A)
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CAREER ENHANCEMENT PROGRAM
PERFORMANCE REPORT
February, 1993

ABSTRACT

The Career Enhancement Program is a workplace literacy partnership project located in the Shenandoah Valley of Virginia. Through the project, a partnership was formed between James Madison University, Massanutten Technical Center (education partners); Merck & Co. Inc., Perdue Farms, Inc., Rocco Enterprises Inc., Valley Blox Inc. and WLR Foods, Inc. (industry partners); and Harrisonburg-Rockingham Chamber of Commerce (supporting group).

OBJECTIVES

The major objectives of the project were to deliver individualized workplace literacy instruction to employees on a mobile learning center or in on-site classes at plant sites, assessment of each company and their employees' workplace literacy needs, development of a job-specific workplace curriculum, documentation of employees' progress, provision of staff development, evaluation of the project and dissemination of the results.

PROCEDURES

An Advisory Board consisting of industry representatives, project staff and teachers was organized and operated throughout the period to assist in planning and monitoring the project activities. An individualized program was developed to serve participants with a wide range of mathematics, reading and language skill needs from beginning to pre-college levels, English-as-a-Second Language and job-specific workplace instruction. The instructional schedule was arranged so that the employees would be in class during work hours wherever possible. The companies paid the employees for one-half the time they were in class. The schedule included 20 classes on the mobile unit and 14 classes on-site each week. The existing mobile unit classes from the first demonstration project (1988-1990) for Rocco and WLR were transitioned onto four newly developed on-site classes. The two companies paid the costs of the instructional staff, materials and equipment. The project provided Resource Management which included staff development, evaluation of materials, monthly student progress reports and evaluation of the on-site classes. A workplace curriculum was developed to assist employees in reading and understanding company materials and performing mathematics, language, problem-solving, critical thinking and other tasks related to their job.

RESULTS

The results show that there were 446 participants enrolled. A total of 273 participants progressed one or more competency levels in at least one subject area: Mathematics, Reading and Language. Completion data indicate that a total of 175 completed the Advanced (38), GED (68), ABE (57) and ESL (12) levels. The dropout rate was 20%, even lower than the first project. Dissemination activities included development of a project video and brochure, interviews and articles in local, state and national newspapers, newsletters, television and radio and research and program presentation in local, state and national meetings. External evaluation indicated a high level of satisfaction with project activities.

I. THE COMPARISON OF THE ACTUAL ACCOMPLISHMENTS TO THE OBJECTIVES SET FORTH IN THE APPROVED GRANT PROPOSAL IS DESCRIBED BELOW.

Objective 1: Assess the workplace literacy requirements of industries by administering workplace audits to identify the skills needed by employees to do their jobs effectively or advance in their careers.

During the first phase of the grant period, workplace audits were conducted beginning in March, 1991 and were updated periodically as the need arose. Human resource managers, supervisors, and company trainers were interviewed to assist project staff in identifying the literacy skills needed by worker to achieve this objective. The results of the workplace audits revealed a wide range of industry needs. The poultry companies and the building supply company were interested in improving the literacy skills of employees so that they could read and understand their materials (drug abuse policies, health and safety information, benefits, other company policies, bulletin board notices, etc.). Health and safety on the job were of specific concern because they affected production and operational procedures. Rocco and WLR Foods emphasized the need for English-as-a-Second Language (ESL) classes that go beyond "oral instruction," classes that teach reading and writing to their non-English speaking employees. They were also interested in improving the mathematics and writing skills of employees who could advance to better positions within the industry, if they had such skills. All three poultry companies emphasized the completion of the General Education Development (GED) as a means of encouraging employees to take advanced training for supervisory positions, mechanics, office work, nursing, and other jobs. In addition to reading skills noted above, improved skills in fractions, measurement, conversion, etc. were essential for certain jobs at Valley Blox, a building supply company. Merck & Co., Inc.'s goal was to improve its employees' advanced reading including critical and problem-solving skills so that they could comprehend complex company materials. Additionally, they indicated a need for instruction in reading and mathematics skills for employees who needed improvement in those areas. (A sample interview form used with industry personnel is included in Appendix A.)

Objective 2. Assess adult workers identified by their employers as needing an improved level of literacy, other basic skills, critical thinking and problem solving skills.

Workers were assessed initally in Phase 1 through interviews, standardized tests, and mastery tests correlated to the competency-based curriculum. The interviews yielded information on the participants' background and their perception of their literacy skill needs. Similar assessment procedures were utilized for new students when they entered the program during the grant period. The Test of Adult Basic Education (TABE) was utilized to obtain an estimate of the workers' level of reading, mathematics and language skills. However, since this is a standardized instrument, the teachers analyzed the results and provided a more accurate entry level assessment through the use of the Comprehensive Competency Program (CCP) mastery tests. For low achieving students, unable to cope with the TABE, the Bader Reading Inventory Word List was administered. The Basic English Skills Test (BEST) was administered to ESL students on entry and they were given the TABE as they progressed in the program.

Objective 3. Plan, implement and monitor an individualized instructional program for both native and foreign-born adults based upon the results of the workplace audits and the workers' assessments.

The CCP management system was used to record test information and thus monitor progress of all students throughout the grant period. Students' testing information in mathematics, reading and language was grouped into the Adult Basic Education (ABE) 0-8 level and the General Educational Development (GED)/Advanced 9-12, pre-college levels. In addition to the standardized and mastery test results, teacher observation of students was an important tool to determine attitude and progress towards individualized goals. Each student's program was planned individually based on his/her test results and teacher observation. Since space on the mobile learning center and on-site was limited, class size was held to 10-12 students. This enabled the teachers to provide individualized instruction to groups that usually included a wide range of levels in the ABE (0-8) or GED/Advanced category (9-12/Advanced). Individualized instruction was planned with the student's goals (to improve literacy or successfully achieve the GED) and the company's goals (to improve reading, mathematics and language skills) so that students could more accurately read company materials or efficiently perform tasks that required these skills. Thus, along with ABE or GED/Advanced skills, instruction was provided in reading company materials, performing mathematics and measurement skills and writing tasks identified in the workplace audits. Non-English speaking students were provided with an ESL program that focused on oral and written language and math skills needed for the job. When their ESL skills improved, they were placed in the ABE program. Interviews with ESL students indicated that a large number were interested in completing the GED. (This may take a long time commitment on the part of the workers and the industry since learning a new language for adults is difficult).

Objective 4. Design and develop curriculum materials based upon the literacy and other skills required for the occupation of the workers.

The task of developing a workplace curriculum for the diverse population of workers proved to be a challenging one. A different curriculum was developed for each of the five partners. Before beginning the development of a curriculum, company materials were analyzed for readability and, as expected, they were written at much higher levels than the students' literacy achievement. For example, the WLR drug policy was determined to be about college level, clearly not appropriate for workers who ranged from beginning literacy to 10-11th level. The first efforts concentrated on developing a reading curriculum for Perdue, Rocco, WLR and Valley Blox by revising and rewriting company materials which described policies on benefits, drug and alcohol, safety procedures, health awareness, etc. While there were some similarities, there were also many differences. For example, the safety procedures at the poultry companies dealt with wearing earplugs, gloves, appropriate clothing, fire safety, and proper handling of equipment. At Valley Blox, the safety rules included prohibition of drinking during work hours; wearing appropriate heavy shoes, gloves, and hard hats in certain areas; proper handling of small tools; using ear protection; wearing safety goggles; proper use of compressed gas or oxygen materials; procedures when working around hazardous materials and using respirators when needed. A special mathematics curriculum was developed for Valley Blox which dealt with fractions, measurement, board feet, beginning geometry, two-step word problems, and beginning algebra when changes in the student enrollment showed mathematics was a more critical need. (The reading curriculum was developed, but not completed because it is in the process of revision). The English-as-a-Second Language (ESL) curriculum for Rocco and WLR Foods focused on the workplace communication needs as well as the reading, mathematics and language skills of their non-English speaking employees. Special poultry plant units (modules) which included dialogues and scenarios that related to the ESL workers' jobs were developed. For example, the WLR Chickens unit "Getting Dressed for Work" included situations where workers practiced asking for certain objects of clothing in the supply room. Pictures, a "Clothing Encyclopedia", "Situation Cards", worksheets and comprehension questions were utilized in this instructional unit. Where appropriate, the job-specific competencies were correlated with the CCP basic skill or ESL functional competencies to provide for a sequence of skill development and management. The Merck & Co., Inc. curriculum was developed with the assistance of the Merck training division. The goal was to update employees' skills in working with equipment so that safety and job performance would be improved. While most of the employees had sufficient "reading" skills, they had problems reading and comprehending the company-produced operational manuals. The Merck materials were revised so that the employees could read them using critical thinking and problem solving skills. Specially developed mastery tests based on the Merck materials were integrated into the CCP management system. An outline of the completed curriculum for all five companies is attached in Appendix A. A copy of the Career

Enhancement Program Curriculum is also enclosed with this report.

Objective 5. Deliver workplace literacy and other literacy skills instruction through the use of a mobile learning center and in-plant training facilities.

The mobile learning center operated five days a week on a twelve-week cycle, four cycles per year (48 weeks). A total of 18 two-hour class sessions and two three-hour classes were held on the van each week. The weekly schedule of classes included: four ESL classes at the Rocco, Dayton plant and four ESL classes at the WLR Foods Timberville plant site; eight two-hour Advanced level classes at the Merck plant in Elkton: two, two-hour ABE/GED level classes at the Valley Blox in Harrisonburg; one ABE/GED level three-hour class at the Perdue plant in Bridgewater; and one three-hour make-up class was scheduled each week at JMU. A total of 14 two-hour on-site classes were scheduled each week for Rocco and WLR Foods ABE/GED level employees. The weekly on-site schedule included: four classes at Rocco Turkeys,in Dayton and two at Rocco Farm Foods,in Edinburg; four at WLR Foods, Hinton and four combined Rocco/WLR Foods at the WLR Chicken plant in Timberville. (A current schedule which includes the instructional periods for the mobile unit is attached in Appendix A). Overall, there were 32 two-hour classes and two three-hour classes scheduled weekly.

Objective 6. Document adult workers' progress in their individualized program of study and determine its impact upon job effectiveness and career advancement.

Student progress and study time in mathematics, reading and language was documented through the use of the Comprehensive Competency Program pre- and post mastery tests recorded in the management system and teacher observation of students work in the workplace modules. Tables 1 through 6 provide student demographic, progress, completion, non-completion and the average time required by students to progress one competency level in each subject areas. (A detailed description of the student data is provided in Section 3 of this report: "Data and characteristics on students who completed planned project activities and those who did not complete activities.")

Student progress in the workplace curriculum was determined through satisfactory completion of each module or unit. The workplace curriculum list in Appendix A gives data showing the number of students who successfully completed or were still working on the curriculum at each site at the end of the grant period. (The list does not include students who started to work through the curriculum but dropped out or exited prior to completion.)

Information on job effectiveness and career advancement was provided by industry supervisors and human resource personnel through a survey conducted by the external evaluator. Data obtained on a rating scale 1-5 (1 being the highest value) showed responses from supervisors of ABE/GED/Advanced and ESL students and Advisory Board members (human resource managers, plant supervisors, etc.) on questions relating to worker outcomes:

"Workers enrolled in the program appear to be more effective in their jobs." was rated 2.2 to 2.4 by supervisors and 1.5 by board members.

"Workers enrolled in the program show improved absentee/tardiness records." was rated 2.0 to 3.0 by supervisors (2.0 -ESL, 3.0 Advanced) and 2.0 by board members.

"Workers enrolled in the program are better able to read safety information, forms, newsletters, and/or signs." was rated 1.5 to 2.3 by supervisors (1.5 ABE, 2.3 Advanced) and 1.6 by board members.

The industry supervisors reported 15 workers were eligible for promotion. A board member reported that 5 were promoted. (It should be noted that the companies often stated that completion of the GED would make an employee eligible for promotion or additional training for positions that were open.) A total of 61 completed the GED during the project period: March 1, 1991 to November 30, 1992.

Objective 7. Provide staff orientation, staff development, tutor training, and evaluation of each component of the project.

Staff orientation for the ESL program was initially provided by a U.S. Basics CCP trainer. This was followed by regular staff meetings which dealt with teaching methods, record keeping, review of new print and software materials, revisions in management system operation, teaching in an individualized program, special ESL training, etc. In addition, staff attended two Virginia Department of Education Cluster Adult Education and ESL training meetings as well as two Virginia Adult Institute for Lifelong Learning (VAILL) ESL conferences in 1991 and 1992 at Marymount College in Arlington, Virginia. New teacher training was provided by experienced ABE/GED or ESL teacher. New staff members were required to work as aides for several weeks before taking over a class. Additional new teacher training for using the competency based management system was provided by an experienced teacher. Two staff members attended a U. S. Basics regional training workshop in 1992. U.S. Basics provided consultation throughout the grant period on how to customize the CCP materials program to correlate with the workplace curriculum and on how to use and maintain their revised management system. Additionally, teachers and staff members were included in Advisory Board meetings so that they could participate in the discussions and management of the program. A total of seventeen staff meetings and nine Advisory Board meetings were held during the grant period.

Tutor orientation and training on teaching basic skills and English-as-a-Second Language (ESL) were provided through the Skyline Literacy Coalition Tutor Training Workshops, Cluster Meetings at Dayton Learning Center and the JMU Center for Service Learning orientation of tutors at the Career Enhancement office. Tutors usually worked individually with very low-academic or language skills students.

Dr. Larry Weber, the External Evaluator, evaluated the project through meetings with the Advisory Board, teachers, project director and staff, telephone consultation, and on-site visits. He conducted interviews with the teachers and other project staff, industry personnel and students. He also observed a number of classes in session and reviewed the curriculum materials. As stated in Objective#6, Dr. Weber constructed survey form which included questions evaluating the objectives of the project on a 1-5 scale. The surveys were completed by industry supervisors, Advisory Board members, the teachers and students. The students were given directions on how to complete the surveys and completed them without assistance, unless they could not read. In that case, an aide read the questions, explained the rating scale and the students completed the form. Dr. Weber's Evaluation Schedule and copies of the survey forms are included in his External Evaluation Report attached in Appendix B.

II. THE SCHEDULE OF ACCOMPLISHMENTS CONTAINED IN THE PROJECT, TARGET DATES AND SLIPPAGE.

Start-up Period

The proposal indicated that there would be a Start-up Period March 1 to May 31, 1991. The Advisory Board was established and met to develop plans for the project. The board members included two representatives from each company, the Project Director, project staff and teachers, and from Massanutten Technical Center, the Project Coordinator, and a representative from the Chamber of Commerce. Massanutten hired the teachers and teacher-aides on short-term contracts through their Office of Continuing Education. The industry partners assigned on-site coordinators at each worksite for both the mobile learning center component and for on-site classes. Assessment of each company's workplace literacy needs began during this period. Plans were made to either purchase or develop workplace specific materials. The review and critique of adult literacy materials were undertaken at this point. Rocco and WLR Foods began construction of classroom space and purchased the CCP management system, software materials and equipment through U. S. Basics so that the transition of classes formerly held on the mobile unit would occur shortly after the grant period began. However, mobile ESL and Valley Blox classes and transitioned on-site classes began several weeks later than projected due to delays in ESL training on the van, delivery of materials and equipment and construction of on-site classrooms.

A new teaching schedule for the mobile unit was developed and three part-time ESL teachers were employed for the mobile unit ESL classes. A schedule for classes transitioned off the mobile unit for installation at Rocco and WLR sites was developed and implemented during this time period. Two part-time ABE/GED Workplace Literacy teachers and teacher aides were employed for the on-site classes. As described in Objective #5, a total of 18 two-hour classes and two three-hour were scheduled and implemented on the mobile learning center for the five industry partners: Perdue in Bridgewater, Rocco in Dayton, Valley Blox in Harrisonburg, Merck in Elkton, WLR Foods in Hinton, and a make-up class at JMU in Harrisonburg, Virginia. A total of fourteen two-hour classes were transitioned onto company-sites for Rocco and WLR Foods in Dayton, Hinton, Broadway/Timberville, and Edinburg, Virginia.

Implementation Period

The grant activities during the remainder of the project period (June 1,1991 to August 31,1992 extended to November 30, 1992) included provision of individualized mathematics, reading, language and workplace skills instruction for English-speaking students who enrolled for mobile unit or on-site classes and ESL students on the van; initial assesment and interview of new students as they entered the program; continuous monitoring progress of students in the program; regular staff and advisory board meetings; and on-going assessment of workplace skill needs of students to reflect new or changing company requirements, the development and refinement of the workplace curriculum and Dr. Weber's periodic external evaluation of the total program. Although all the objectives outlined in the original proposal were met, the work with curriculum did not advance as quickly as it was envisioned to. In order to improve this situation, the project staff was directed to work as a team with the assistance of two teachers on specific areas: ESL and Advanced (Merck). Each company's advisory board member and all the teachers assisted by reviewing the curriculum and trying out pieces of the materials as they became available. Their suggestions were the basis for further revisions. Some changes in the direction of the curriculum were dictated by the skill needs of students who were enrolled. At Valley Blox, changes in student enrollment made it necessary to concentrate on workplace mathematics rather than continue revision of the company's reading materials. Thus, we realize that there is still some work to be completed.

III. DATA AND CHARACTERISTICS ON STUDENTS WHO COMPLETED PLANNED PROJECT ACTIVTIES AND THOSE WHO DID NOT COMPLETE ACTIVITIES ARE DESCRIBED BELOW.

Total Enrollment Data

Student Demographic Data in Table 1 describe all the students enrolled in the program. There were 446 students who entered the program on the mobile unit and in the on-site classes.

Mobile Unit Classes

Mobile unit enrollment was 210 students, 47% of the total in the program. Mobile classes included 70% males and 30% females. The data is organized into 5 ESL (Rocco and WLR) groups, English-speaking students in two ABE/GED groups (Perdue and Valley Blox) and one Advanced (Merck) group. The mean age of the mobile students was 34 with an age range of 17 to 62. Their ethnic background included 8.5% Asian, 3% Black, 40%

Hispanic and 48.5% White. Grades attended showed 31% completed 0-8 ; 55%, 9-12 and 14% (the majority from Merck) with education beyond 12th grade.

On-Site Classes

The on-site classes, all from Rocco and WLR Foods, enrolled a total of 236 students, 49% males and 51% females. The mean age of the on-site group was 30 with an age range of 17-60. In this group there were 3% Black, 9% Hispanics and 88% White students. Previous schooling showed 28% attended grades 0-8; 71 % grades 9-12 and 1% beyond grade 12.

Student Retention Data

Student retention data on Table 2 show that a total of 91 (20%) of the total 446 students dropped the program due to lack of interest, too busy to attend classes, etc. The exits comprised 216 (48%) of all students enrolled. Of the 216 exits, 106 (44%) completed the GED and Advanced Program or other goals. The remainder of those who exited did so for reasons that prevented them from continuing -- such as moving out of the area, changes in jobs or in work schedules, etc. At the end of the project period, there were 139 (31%) of the total 446 students still actively attending classes. Tables 2-A to 2-E provide demographic information on completions and non-completions which are included the Exit and Drop groups.

Completion and Non-Completion Data

Career Enhancement Program completion data provides information on students who completed the major program areas: Advanced, GED, ABE and ESL. Additional evidence of completion is information on the students who completed (progressed) one or more competency levels in their program of study. Students were placed in a competency based program in mathematics, reading and language instruction for development of their literacy skills. In addition to the CCP materials, workplace materials were developed and utilized to assist in teaching and/or practicing the skills. Tables 2-A to 2-D provide the number and demographic information on a total of 175 students, 38 Advanced, 68 GED, 12 ESL and 57 ABE students successfully completed different programs or competency levels in the program. Additionally, Table 2-E describes 107 students, 48 Exits and 59 drops who are among the Exit and Drop data in Table 2. These students did not complete any competencies and showed no progress after two months in the program.

Advanced/Other Competency Goal Completions

Table 2-A describes 38 students in the Advanced group who completed their program or other workplace objectives. This group showed students with a mean age of 41 ranging from ages 19-59. There were 71% males and 29% females. The ethnic background include 95% White and 5% Black students. Only 3% of the students completed grades 0-8, 66% completed grades 9-12 and 31% completed school above grade 12. Most of the latter group were Merck employees.

GED Completions

Table 2-B shows 68 students who completed the GED during the program. These students had a mean age of 30, ages ranging from 18-58 with 63% being female and 37% male. The ethnic data showed 94% White, 6% Hispanic and no other ethnic groups represented. The GED group included 13% who completed grades 0-8, 87% grades 9-12 .

Table 1
DEMOGRAPHIC DATA - ALL STUDENTS

Site	Gender		Mean Age		Ethnic Background				Grades Completed		
	Male	Female		(age range)	Asian	Black	Hispanic	White	0-8	9-12	12+
Van Sites											
Rocco/Dayton ESL A.M.	17	4	27		0	0	21	0	7	10	4
Rocco/Dayton ESL P.M.	17	5	29		0	0	21	1	11	9	2
WLR/Hinton ESL	9	9	30		2	0	13	3	9	9	0
WLR/T'Ville ESL A.M.	10	4	31		7	0	4	3	3	10	1
WLR/Rocco/T'Ville ESL	25	7	30		8	0	23	1	22	9	1
Perdue	11	22	33		1	4	1	27	11	19	3
Valley Blox	15	0	32		0	0	0	15	1	14	0
Merck	43	12	44		0	3	0	52	1	35	19
Total Van Sites (210)	147	63	34	(17-62)	18	7	83	102	65	115	30
On-Sites											
WLR/Hinton A.M.	20	18	31		0	0	1	37	11	26	1
WLR/Hinton P.M.	23	22	27		0	4	3	38	11	33	1
WLR/T'Ville P.M.	18	18	32		0	0	2	34	11	25	0
WLR/T'ville Evening	19	18	29		0	1	2	34	13	24	0
Rocco/Dayton A.M.	11	16	29		0	0	6	21	5	22	0
Rocco/Dayton P.M.	17	9	31		0	2	3	21	9	17	0
Rocco/Edinburg	7	20	29		0	0	4	23	5	22	0
Total On-Sites (236)	115	121	30	(17-60)	0	7	21	208	65	169	2
Grand Totals (446)	262	184	32	(17-62)	18	14	104	310	130	284	32

Table 2
STUDENT RETENTION DATA

Site	Enrolled	Drops	Exits	Active
Van Sites				
Rocco/Dayton ESL A.M.	21	2	12	7
Rocco/Dayton ESL P.M.	22	10	5	7
WLR/Hinton ESL	18	9	9	0
WLR/T'Ville ESL A.M.	14	1	3	10
WLR/Rocco/T'Ville ESL	32	5	18	9
Perdue	33	11	12	10
Valley Blox	15	1	6	8
Merck	55	2	39	14
Total Van Sites	210	41	104	65
On-Sites				
WLR/Hinton A.M.	38	6	20	12
WLR/Hinton P.M.	45	12	22	11
WLR/T'Ville P.M.	36	11	17	8
WLR/T'ville Evening	37	10	15	12
Rocco/Dayton A.M.	27	3	15	9
Rocco/Dayton P.M.	26	2	11	13
Rocco/Edinburg	27	6	12	9
Total On-Sites	236	50	112	74
Grand Totals	446	91	216	139

Table 2-A
DEMOGRAPHIC DATA - ADVANCED STUDENTS (who met objectives/completed programs)

Site	Total #	Mean Age		Gender		Ethnic				Grades Completed		
			(Age Range)	Males	Females	White	Black	Hisp.	Other	0-8	9-12	12+
MERCK	29	45		26	3	27	2	0	0	0	17	12
PERDUE	3	34		0	3	3	0	0	0	0	3	0
WLR, HINTON SITE 14	1	24		1	0	1	0	0	0	0	1	0
WLR, HINTON SITE 23	3	25		0	3	3	0	0	0	0	3	0
ROCCO SITE 12	2	33		0	2	2	0	0	0	1	1	0
TOTALS	38	41	(19-59)	27	11	36	2	0	0	1	25	12

Table 2-B
DEMOGRAPHIC DATA - GED COMPLETIONS

Site	Total #	Mean Age		Gender		Ethnic				Grades Completed		
			(Age Range)	Males	Females	White	Black	Hisp.	Other	0-8	9-12	12+
Perdue	3	25		0	3	3	0	0	0	0	3	0
Valley Blox	1	27		0	1	1	0	0	0	0	1	0
WLR/Hinton Site 14	13	31		6	7	13	0	0	0	2	11	0
WLR/Hinton Site 23	6	32		1	5	5	0	1	0	0	6	0
WLR/Rocco Site 16/17	12	29		5	7	12	0	0	0	0	12	0
WLR/Rocco Site 22/24	5	27		3	2	5	0	0	0	3	2	0
Rocco Site 19	13	30		3	10	11	0	2	0	2	11	0
Rocco Site 18	7	33		4	3	7	0	0	0	2	5	0
Rocco Site 12	8	27		3	5	7	0	1	0	0	8	0
TOTALS	68	30	(18-58)	25	43	64	0	4	0	9	59	0

ESL Completions

Table 2-C shows background information on 12 students who completed the ESL program. The mean age was 27, with an age range of 21-45. There were 83% males and 17% females. The ethnic background showed 8.3% White (Lithuanian), 83.3% Hispanic and 8.3% Asian. Grades information included 33.3% completed grades 0-8, 58% grades 9-12 and 8.3% completed 12th grade.

ABE Completions

Table 2-D provides the number and demographic information on 57 students who completed the ABE (0-8) level competency program. The mean age was 28, ages ranging from 19 to 43. In this group, there were 54% females and 46% males with 86% White, 7% Black and 7% Hispanic ethnic groups represented. The grades completed by the ABE students included 25% in 0-8 grades, 75% in 9-12.

Non-completions

Table 2-E describes 107 or 24% of the total enrolled students who made no progress while in the program. The mean age of this group was 30 with an age range of 17-57. There were 60% females and 40% males with ethnic backgrounds representing 50% White, 4% Black, 43% Hispanic and 3% other (Asian). Grades completed showed 44% in the 0-8th grade group, 49% in 9-12 and 7% above 12th grade. The Non-Completers included 48 Exits and 59 Drops who were included in Table 2. Non-completers exited for reasons that prevented them from continuing -- such as leaving the job or being terminated, changes in a work schedule, planning to attend night school, etc. Drops were those with personal problems such as illness, having a baby, illegal alien status, etc.

Table 2-C
DEMOGRAPHIC DATA - ESL COMPLETIONS

Site	Total #	Mean Age (Age Range)	Gender		Ethnic				Grades Completed		
			Males	Females	White	Black	Hisp.	Other	0-8	9-12	12+
Rocco/ Dayton ESL AM	4	22	4	0	0	0	4	0	1	2	1
Rocco/ Dayton ESL PM	4	26	3	1	0	0	4	0	1	3	0
WLR/Hinton ESL	1	28	1	0	1	0	0	0	0	1	0
WLR/T'Ville ESL AM	0	- -	0	0	0	0	0	0	0	0	0
WLR/Rocco/ T'Ville/ESL PM	3	34	2	1	0	0	2	1	2	1	0
TOTALS	12	27 (21-45)	10	2	1	0	10	1	4	7	1

Table 2-D
DEMOGRAPHIC DATA - ABE COMPLETIONS

Site	Total #	Mean Age		Gender		Ethnic				Grades Completed		
			(Age Range)	Males	Females	White	Black	Hisp.	Other	0-8	9-12	12+
Perdue	2	22		0	2	1	1	0	0	1	1	0
Valley Blox	1	26		1	0	1	0	0	0	0	1	0
WLR/Hinton Site 14	4	40		2	2	4	0	0	0	2	2	0
WLR/Hinton Site 23	14	24		7	7	13	0	1	0	3	11	0
WLR/Rocco Site 16/17	5	29		1	4	5	0	0	0	1	4	0
WLR/Rocco Site 22/24	10	29		4	6	9	1	0	0	3	7	0
Rocco Site 19	9	25		4	5	8	0	1	0	1	8	0
Rocco Site 18	10	31		7	3	7	2	1	0	3	7	0
Rocco Site 12	2	24		0	2	1	0	1	0	0	2	0
TOTALS	57	28	(19-46)	26	31	49	4	4	0	14	43	0

Table 2-E
DEMOGRAPHIC DATA - NON-COMPLETIONS

Site	Total #	Mean Age		Gender		Ethnic				Grades Completed		
			(Age Range)	Males	Females	White	Black	Hisp.	Other	0-8	9-12	12+
Rocco/ Dayton ESL AM	8	28		7	1	0	0	8	0	2	4	2
Rocco/ Dayton ESL PM	13	30		10	3	0	0	13	0	8	4	1
WLR/Hinton ESL	12	31		4	8	2	0	8	2	8	4	0
WLR/T'Ville ESL AM	0	- -		0	0	0	0	0	0	0	0	0
WLR/Rocco/ T'Ville/ESL PM	17	28		13	4	1	0	15	1	13	4	0
Perdue	9	33		4	5	6	2	1	0	2	5	2
Valley Blox	1	34		1	0	1	0	0	0	0	1	0
Merck	4	41		2	2	4	0	0	0	0	3	1
WLR/Hinton Site 14	8	34		4	4	8	0	0	0	1	6	1
WLR/Hinton Site 23	13	25		8	5	10	2	1	0	6	7	0
WLR/Rocco Site 16/17	9	33		4	5	9	0	0	0	2	7	0
WLR/Rocco Site 22/24	9	29		7	2	9	0	0	0	3	6	0
Rocco Site 19	1	27		0	1	1	0	0	0	1	0	0
Rocco Site 18	1	21		0	1	1	0	0	0	0	1	0
Rocco Site 12	2	27		0	2	2	0	0	0	1	1	0
TOTALS	107	30	(17-57)	64	43	54	4	46	3	47	53	7

Progress Data

Table 3 shows that of the van students who were enrolled at least two months, 77% who studied math completed one or more levels, 59% completed at least one level in reading and 45% progressed in language. Note that some students studied more than one subject. Merck students were mainly in the upper levels of reading and mathematics and they did not study language. Of the on-site students who were enrolled two or more months, 89% completed at least one or more competency levels in math, 70% in reading and 85% in language. The data indicate that for all students, mathematics showed the highest number of students completing competency levels. As might be expected ESL students made less progress than English-speaking students in language and other basic skills. Additionally, some students improved in more than one level.

Table 3-A provides demographic information on a total of 273 students, 38% on the mobile unit and 62% in on-site classes who were enrolled in the program at least two months and completed one or more competency levels in the subjects they studied. The mean age on the van was 35 with an age range of 17-59 while the on-site students' mean age was 29 with an age range of 17-58. There were 74% males and 26% females on the van compared to 47% of the males and 53% of the females in the on-site classes. The mobile unit classes included ESL students from Rocco and WLR Foods and ABE/GED/Advanced level from Perdue, Valley Blox and Merck. The ethnic background on the van showed 61% White, 3% Black, 26% Hispanic, and 10% Other (Asian). On-site, there were 86% White, 3% Black and 11% Hispanic students. The percentage of van students who entered with grades completed 0-8 were 23%, grades 9-12, 57% and above grade 12 were 20%. Of the on-site students, 26%

completed grades 0-8, 73% grades 9-12 and 1% grades 12 and above.

Hours of Study for Each Competency Level Gain (Completion)

Tables 4, 5 and 6 provide data on the average number of hours students were required to study to gain (complete) one competency level in one or more subjects--Mathematics, Reading and/or Language. Students included in this analysis were enrolled a minimum of two months. It should be noted that in this individualized program, students studied in subjects they needed to improve on. Thus the Tables reflect the fact that not all the students studied the same skills at the same time. The important fact is that students in this individualized program studied competency skills they needed in a flexible time frame (no set 12-week classes) in order to improve their workplace literacy skills.

Table 4 ESL mobile students.

The data indicate that on average, ESL students required 36 hours to complete one level in Math, 74 hours in Reading and 121 hours in Language.

Table 5 ABE/GED/Advanced mobile students.

These students required an average of 11 hours of study to complete one competency level in Math, 14 hours in Reading and 24 hours in Language.

Table 6 ABE/GED/Advanced level on-site students.

Students on-site averaged 14 hours of study to successfully complete one level of Math, 20 hours of study in Reading and 10 hours in Language.

IV. DISSEMINATION ACTIVITIES ARE DESCRIBED BELOW.

Printed, Audio-Visual Materials and Media Reports.

-- A brochure describing the program was distributed to the public, to businesses and at meetings. (The brochure is included in Appendix C.)

Table 3

Summary of Student Progress Data
(through November 1992)

	MATH			READING			LANGUAGE		
Mobile Unit Sites	**Progressed**		**Enrolled**	**Progressed**		**Enrolled**	**Progressed**		**Enrolled**
Rocco/Dayton ESL (A.M.)	2		4	1		6	9		17
Rocco/Dayton ESL (P.M.)	2		6	2		7	4		16
WLR/Hinton ESL	0		2	0		2	1		7
WLR/Timberville ESL (A.M.)	1		1	2		4	5		11
WLR/Rocco/Timberville ESL (P.M).	1		4	0		4	12		22
Perdue	11		15	9		15	9		18
Valley Blox	10		10	2		3	5		10
Merck	36		40	33		42	0		0
Total Van Sites	63	(77%)	82	49	(59%)	83	45	(45%)	101
On-Location Sites									
WLR/Hinton (A.M.)	25		27	14		21	22		25
WLR/Hinton (P.M.)	21		25	10		24	20		26
WLR/Timberville (P.M.)	21		22	17		19	17		21
WLR/Timberville (Evening)	25		28	15		23	20		23
Rocco/Dayton (A.M.)	24		25	18		25	22		25
Rocco/Dayton (P.M.)	17		20	15		18	18		18
Rocco/Edinburg	16		20	12		14	15		19
Total On-Sites	149	(89%)	167	101	(70%)	144	134	(85%)	157
TOTAL	**212**		**249**	**150**		**227**	**179**		**258**
PERCENT INCREASE		**85%**			**66%**			**69%**	

Table 3-A
DEMOGRAPHIC DATA - STUDENTS WITH PROGRESS

Site	Total #	Mean Age	(Age Range)	Gender		Ethnic				Grades Completed		
				Males	Females	White	Black	Hisp.	Other	0-8	9-12	12+
VAN CLASSES:												
Rocco/ Dayton ESL AM	10	26		9	1	0	0	10	0	4	4	2
Rocco/ Dayton ESL PM	5	26		4	1	0	0	5	0	2	3	0
WLR/Hinton ESL	4	26		3	1	1	0	3	0	0	4	0
WLR/T'Ville ESL AM	7	30		2	5	1	0	2	4	2	5	0
WLR/Rocco/ T'Ville/ESL PM	12	31		9	3	0	0	7	5	7	4	1
Perdue	15	29		5	10	13	1	0	1	6	9	0
Valley Blox	11	35		11	0	11	0	0	0	2	9	0
Merck	39	45		33	6	37	2	0	0	1	21	17
VAN TOTAL:	103	35	(17-59)	76	27	63	3	27	10	24	59	20
	(of 170 students enrolled 2 months or more)											
ON-SITE CLASSES:												
WLR/Hinton Site 14	26	30		15	11	25	0	1	0	9	17	0
WLR/Hinton Site 23	26	28		12	14	22	2	2	0	4	21	1
WLR/Rocco Site 16/17	25	31		13	12	23	0	2	0	8	17	0
WLR/Rocco Site 22/24	27	25		10	17	23	2	2	0	10	17	0
Rocco Site 19	25	29		9	16	20	0	5	0	4	21	0
Rocco Site 18	21	31		14	7	17	2	2	0	6	15	0
Rocco Site 12	20	29		6	14	16	0	4	0	4	16	0
O-S TOTAL:	170	29	(17-58)	79	91	146	6	18	0	45	124	1
	(of 185 students enrolled 2 months or more)											
TOTALS:	**273**	**32**	**(17-59)**	**155**	**118**	**209**	**9**	**45**	**10**	**69**	**183**	**21**
	(of 355 students enrolled 2 months or more)											

Table 4

Data Regarding Amount of Study for Each Level of Gain For ESL Students (Mobile Unit Students)

Mobile Unit	Enrolled	Math Level Gains	Hours of Study	Hours Per Level	Read Level Gains	Hours of Study	Hours Per Level	Lang Level Gains	Hours of Study	Hours Per Level
Rocco Dayton (A.M.)	21 (17)*	6	86	14	1	115	115	16	1528	96
Rocco Dayton (P.M.)	22 (16)	2	165	83	4	155	39	5	853	171
Rocco/WLR Timberville (P.M.)	32 (22)	1	60	60	0	47	—	16	1482	93
WLR Timberville (A.M.)	14 (11)	1	6	6	2	162	81	5	1198	240
WLR Hinton (A.M.)	18 (18)	0	39	0	0	37	-	4	485	121
TOTAL ESL	107 (84)	10	356	36	7	516	74	46	5546	121

*( )enrolled for at least 2 months

Table 5

Data Regarding Amount of Study for Each Level of Gain For ABE/GED/Advanced Students (Mobile Unit Students)

Mobile Unit	Enrolled	Math Level Gains	Hours of Study	Hours Per Level	Read Level Gains	Hours of Study	Hours Per Level	Lang. Level Gains	Hours of Study	Hours Per Level
Perdue Bridgewater	33 (27)*	24	273	11	14	201	14	15	366	24
Valley Blox Harrisonburg	15 (13)	30	309	10	3	118	39	10	244	24
Merck Elkton	55 (46)	80	886	11	81	1063	13	0	0	0
TOTAL	103 (86)	134	1468	11	98	1382	14	25	610	24

*( )enrolled for at least 2 months

Table 6

Data Amount of Study for Each Level of Gain for ABE/GED Advanced Students (On Location Sites)

Site	Enrolled	Math Level Gains	Hours of Study	Hours Per Level	Read Level Gains	Hours of Study	Hours Per Level	Lang. Level Gains	Hours of Study	Hours Per Level
WLR Hinton (A.M.)	38 (29)*	113	1644	15	40	784	20	82	598	7
WLR Hinton (A.M.)	45 (29)	83	1286	15	18	495	28	55	629	11
WLR/Rocco Timberville (P.M., T, Th)	36 (26)	77	927	12	45	1043	23	52	501	10
WLR/Rocco Timberville (P.M., M, W)	37 (29)	86	1093	13	26	649	25	53	411	8
Rocco Dayton (A.M.)	27 (25)	117	1684	14	60	1016	17	76	760	10
Rocco Dayton (P.M.)	26 (22)	65	1097	17	43	584	14	52	623	12
Rocco Edinburg (P.M.)	27 (25)	67	744	11	42	816	19	48	818	17
TOTALS	236 (185)	608	8475	14	274	5387	20	418	4340	10

*( )enrolled for at least 2 months

-- Color and print slides and transparencies were developed and used in program presentations at professional meetings.

-- A video-tape was developed describing goals of the program, the use of the mobile learning center and featuring different types of learners (ABE/GED/ESL/Advanced) and companies being served. The tape was shown to different business and service groups in the area (along with a question and answer session featuring the project director).

-- Various interviews on TV and radio and written reports describing different aspects of the program were provided to the local newspapers and the Chamber of Commerce Newsletter. The program was also featured in a New York Times article and in a Chronicle of Higher Education short report. Copies of several newspaper articles are attached in Appendix C.

Program Presentations and Research Reports

Program presentations and research reports were given at the following state, national and international meetings:

-- 2nd Adult and Adolescent Literacy Conference, Banff, Canada, March, 1991. Presentation, "New Insights into the Literacy Needs of Adults: Findings from a University Workplace Education Study."

-- Virginia Association for Adult and Continuing Education Conference (VAACE), Charlottesville, Va., April, 1991. Presentation, "Operating a Mobile Workplace Literacy Program."

-- International Reading Association, Las Vegas, Nevada, May, 1991. Paper and discussion. "Generating Interest and Support for Literacy Programs Among the Work Force: Some Do's and Don'ts for Professionals."

-- College Reading Association, November, 1991, Arlington, Va. Report. "Expanding a Mobile Workplace Literacy Program."

-- Teachers of Speakers of Other Languages (TESOL), Vancouver, Canada, March 1992. Poster Session. "Delivering ESL Workplace Literacy in a Mobile Learning Center"

-- Delta Kappa Gamma Regional Conference. Roanoke, VA., April 1992. Slide Presentation. "Career Enhancement Program: Improving the Job-skills of the Workforce."

-- International Reading Association. Orlando, Florida, May, 1992. Research Presentation. "Functioning in the Workplace: Identifying the Cognitive and Affective Needs of Limited Adult Readers."

-- Fourteenth World Congress of Reading, Maui, Hawaii July, 1992. "Technology-Based Workplace Literacy Programs:How Effective Are They?"

-- College Reading Association, November 1992, Research Paper. "Workplace Literacy Participants: Why did they Drop Out of School and Why Do They Remain in a Literacy Program?" This paper was written but not delivered due to the project director's sudden illness. It will be updated and submitted for presentation at the next CRA conference.

5. Evaluation Activities are reported below.

Evaluation procedures were a major activity of the project. Dr. Larry Weber was responsible for the external evaluation of the project. (Report in Appendix B.) Internal evaluation was completed by project staff.

1. Workplace audits and student interviews by project staff provided data on the workplace literacy needs of the project. The audits provided information that guided the development of the curriculum.

2. The TABE and BEST tests and the BADER Word Lists in cases of low or non-literate students provided initial "estimates" of skill needs.

However, the competency based pre- and post tests within the CCP ABE, GED or ESL curriculum provided more accurate data on students' initial placement and progress through each competency level in mathematics, reading and language. Project-developed tests and checklists were used to evaluate completion of workplace modules.

3. Through the use of the competency based curriculum and the management system, it was possible to individualize each student's program to their goals and skill needs.

4. Curriculum materials were evaluated by the students through a survey form included in the materials. In addition, a survey of students, teachers and industry personnel was conducted which included questions on the curriculum and management system. (Dr. Weber's report includes the three different survey forms used for each type of respondent. Additionally, details of the evaluation and student comments on the workplace curriculum are given.)

5. The survey of students, teachers and industry personnel also included questions relating to the delivery of instruction in the mobile unit and in plant facilities.

6. The survey questionnaire administered to industry personnel also dealt with questions of worker's progress and the impact on each company. The surveys were completed by plant supervisors, human resource personnel and other industry representatives on the advisory board.

7. Survey responses completed by the teachers and teacher-aides evaluated staff development activities. The instructional staff was evaluated through student ratings on the survey and by the project director.

APPENDIX A

Interview and Survey Form

Curriculum Outline

Class Schedule

NAME ____________________ Site____________

ID # ___________

1. Do you do any job related reading? YES/NO

2. What kinds of written material do you have to read in the workplace?

* Bulletin boards	YES/NO
* Safety notices	YES/NO
* Job notices	YES/NO
* Job descriptions	YES/NO
* Operating instructions	YES/NO
* Employee benefits	YES/NO
* Inventory sheets	YES/NO
* Employer policies	YES/NO
* Pay check	YES/NO

3. What kinds of material do you find the most difficult to read on your job?

4. Do you use inventory lists in your job? YES/NO

5. Does your job require you to do any kind of writing? YES/NO

6. What kind of writing do you do?

7. Do you have to write numbers? YES/NO

8. Do you have to read numbers? YES/NO Percents? YES/NO Fraction? YES/NO Whole Numbers? YES/NO

9. Do you use a calculator on your job? YES/NO

10. Do you have to write reports for your job? YES/NO

11. Can you describe your job to me? What do you do?

12. Do you have to communicate orally with others? YES/NO

13. What kind of machinery are you required to use on your job?

14. Do you have to follow written directions? YES/NO

15. Does your job require you to fill out a time sheet? YES/NO

CAREER ENCHANCEMENT PROGRAMGRAM STUDENT INFORMATION

NAME: ______________________________ **DATE:** ____________

ID# ____________

1. Years Employed ______________
2. Currently Married? YES / NO
3. Living with Spouse? YES / NO
4. Living with Parents? YES / NO
5. Number of Children. ______________
6. Number of Dependent Children. __________
7. Single-head of Household? YES / NO

STUDENT GOALS

Name: ________________________________ Date: ________________

ID# ____________

1. Pass GED Test YES NO

2. Stay in or Return To School YES NO

3. Qualify For Employment YES NO

4. Qualify For Training YES NO

5. Other ____

Student Questionnaire

Write the name of your Company:

____

Please indicate the program in which you are enrolled by checking the appropriate box.

Program:

- ☐ Adult Basic Education (ABE)
- ☐ English as a Second Language (ESL)
- ☐ General Education Development (GED)
- ☐ Advanced

Ratings: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree;
NA/U = not applicable or unknown (Check if the item does not relate to your program.)

Objective		Question	Circle One
4	1.	The instructional materials are easy to use.	SA A D SD NA/U
4	2.	The instructional materials are interesting.	SA A D SD NA/U
4	3.	The computers help me learn.	SA A D SD NA/U
5	4.	The schedule of classes is convenient.	SA A D SD NA/U
5	5.	I like going to class in the mobile unit.	SA A D SD NA/U
5	6.	The classroom where instruction is held is satisfactory.	SA A D SD NA/U
6	7.	I think the Career Enhancement Program is worthwhile.	SA A D SD NA/U
6	8.	I am learning a lot in this class.	SA A D SD NA/U
6	9.	The course will help me in my job.	SA A D SD NA/U
7	10.	My teacher attends to my instructional needs.	SA A D SD NA/U
7	11.	My teacher is friendly.	SA A D SD NA/U
7	12.	It is easy to talk to my teacher.	SA A D SD NA/U
7	13.	My teacher understands how to use the materials.	SA A D SD NA/U
7	14.	The aide helps me when the teacher is busy.	SA A D SD NA/U

Tell what you like or dislike about the program; what changes you would like to see; how we may serve you better.

____

____

____

____

____

Industry Personnel Questionnaire

Please indicate the program which you are evaluating by checking the appropriate box. If you wish to evaluate more than one program, complete a questionnaire for each one.

Program:

☐ Adult Basic Education (ABE)
☐ English as a Second Language (ESL)
☐ General Education Development (GED)
☐ Advanced

Position (check one):

Supervisor: ______
Advisory Group Member: _________

Write the name of your company:

____

Directions: The purpose of this form is to obtain information which will assist in reporting on the progress of the Career Enhancement Program. Please respond to as many questions as you can with the information that is available to you.

Ratings: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree;
NA/U = not applicable or unknown (Check if the item does not relate to your program)

Objective		Question	Circle One
4	1.	The instructional materials appear relevant to the majority of the workers' needs.	SA A D SD NA/U
5	2.	Generally, I am in favor of using a mobile unit to provide literacy instruction for our workers.	SA A D SD NA/U
5	3.	The classroom where the instruction is held is satisfactory.	SA A D SD NA/U
5	4.	Workers should be made to attend classes on their own time, not the company's.	SA A D SD NA/U
5	5.	Releasing workers to attend class does not affect the productivity of the company.	SA A D SD NA/U
6	6.	Workers enrolled in the program report they are making progress.	SA A D SD NA/U
6	7.	Workers enrolled in the program show a positive attitude toward the program.	SA A D SD NA/U
6	8.	Workers enrolled in the program appear to be more effective in their jobs.	SA A D SD NA/U
6	9.	Workers enrolled in the program show improved absentee/tardiness records.	SA A D SD NA/U
6	10.	Workers enrolled in the program are better able to read safety information, forms, newsletters, and/or signs.	SA A D SD NA/U
6	11.	Generally, I have a favorable opinion of the Career Enhancement Program.	SA A D SD NA/U
6	12.	Workers have been (or are eligible to be) promoted to a higher level position. (provide a number, if available ____________________)	YES NO UNKNOWN

We would appreciate any additional comments you would like to make. You may use the back of this form.

Teachers Questionnaire

Please indicate the program which you are evaluating by checking the appropriate box.

Program:

- ☐ Adult Basic Education (ABE)
- ☐ English as a Second Language (ESL)
- ☐ General Education Development (GED)
- ☐ Advanced

Ratings: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree;
NA/U = not applicable or unknown

Objective	Question	Circle One
2	1. The pre tests accurately place students in the program.	SA A D SD NA/U
4	2. The instructional materials are appropriate for the needs of the majority of the workers.	SA A D SD NA/U
4	3. Computers are an effective tool of instruction for workers.	SA A D SD NA/U
4	4. The management system is helpful for scoring tests, recording data, and monitoring progress.	SA A D SD NA/U
4	5. The mobile unit is appropriate for delivering this type of instruction.	SA A D SD NA/U
4	6. The classroom where the instruction is held is satisfactory.	SA A D SD NA/U
5	7. The schedule is appropriate to meet the majority of student needs.	SA A D SD NA/U
6	8. The tests provide accurate progress data.	SA A D SD NA/U
7	9. I was adequately prepared to instruct students.	SA A D SD NA/U
7	10. I receive adequate assistance and support with problems I encounter in my job.	SA A D SD NA/U

What comments do you have about the program?

____

____

____

____

____

____

____

Career Enhancement Program
James Madison University
Workplace Curriculum
November, 1992

Company	Subject	Module
I. Valley Blox	Math (includes Curriculum Overview/Teacher Guide)	
	ABE Level:	Fractions
		Measurement
	GED Level:	Board Feet
		Beginning Geometry
		Two Step Word Problems
		Beginning Algebra
II. Perdue	Reading - GED	Benefits
	Reading - ABE/GED	Safety
III. Rocco	Reading - ABE/GED	Benefits (includes Curriculum Overview/Teacher Guide)
		Drug & Alcohol Policy
		Safety
	Language - ESL	Warning and Information Signs
		Let's Eat at the Cafeteria
		Get Dressed for Work
		Let's Talk to the Supervisor
		Reading Your Paycheck
	Language - ABE/GED	Poultry Plant Dialogues
	Math - ABE	Cafeteria Math
IV. WLR	Reading - ABE/GED	Benefits (includes Curriculum Overview/Teacher Guide, separate curriculum for WLC and WLT)
		Drug & Alcohol Policy
		Safety
	Language - ESL	Warning and Information Signs
		Let's Eat at the Cafeteria
		Get Dressed for Work
		Let's Talk to the Line Leader
	Language - ABE/GED	Poultry Plant Dialogues
V. Merck	Math, Chemistry, Physics (includes Reading, Critical Thinking, Problem Solving)	

Reading curriculum for Valley Blox (GED Level) has been developed but is not included above as a revision is in process. All reading curriculum includes a focus on vocabulary (benefits package, drug & alcohol policy, safety information) as well as comprehension of material. Above curriculum is in use and is being evaluated by teachers and students.

C.E.P. CLASS SCHEDULES 1992-93

VAN-SITE

ROCCO #27 Dayton TTh 7:00-9:00 a.m.
#26 Dayton MW 7:00-9:00 p.m.

WLR #31 Timberville MW 7:00-9:00 a.m.
#28 Timberville TTh 7:30-9:30 p.m.

PERDUE #15 Bridgewater F 7:00-10:00 a.m.

VALLEY BLOX #30 Harrisonburg TTh 10:00 a.m.-12:00 noon

JMU (make-up class) #20 Harrisonburg F 10:45 a.m.- 1:45 p.m.

MERCK #29 Elkton MTWTh 1:00-3:00 p.m. / 3:30-5:30 p.m.

ON-SITE

WLR #14 Hinton TTh 7:00-9:00 a.m.
#23 Hinton MW 1:00-3:00 p.m.

WLR/ROCCO #16,17 Timberville TTh 3:00-5:00 p.m.
#22,24 Timberville MW 7:00-9:00 p.m.

ROCCO #19 Dayton TTh 10:00 a.m.-12:00 noon
#18 Dayton TTh 7:00-9:00 p.m.
#12 Edinburg MW 3:00-5:00 p.m.

APPENDIX B

EXTERNAL EVALUATOR'S REPORT

FINAL EVALUATION REPORT
OF
THE CAREER ENHANCEMENT PROGRAM

AT

JAMES MADISON UNIVERSITY
HARRISONBURG, VIRGINIA

Prepared by
Larry J. Weber
December, 1992

Final Evaluation Report

On November 18, 1992, Dr. Larry Weber, the external evaluator for the Career Enhancement Program (CEP) conducted his final on-site visit in the Harrisonburg, Virginia area to examine the operation of the Career Enhancement Program and interview persons associated with the project. The purpose of the visit was to gather information for the preparation of this final report.

The evaluation of the Career Enhancement Program followed procedures specified in the evaluation section of the proposal to evaluate the Career Enhancement Program submitted by James Madison University personnel in July, 1990 (see Appendix). It provided for the assessment of the program objectives for each of the five phases of the program. The evaluation procedures were guided by the seven major project objectives of the program. They are listed below.

1. Assess workplace literacy requirements of industries participating in the project.
2. Assess literacy, basic skill, critical thinking and problem solving skill levels of workers identified as needing improvement.
3. Plan, implement and monitor an individualized instructional program for students based upon results of workplace and worker assessments.
4. Design and develop curriculum materials for workers in the industries participating in the enhancement program.
5. Deliver skills instruction to area industries through the use of a mobile learning center and in-plant training facilities.
6. Document worker progress to determine the program's impact on job effectiveness and career enhancement.
7. Provide staff orientation, staff development, tutor training and evaluation for project personnel.

Data relevant to achievement of each of the above objectives were gathered in a variety of ways. Interviews with management staff, students, instructional staff, the advisory group, and the director were conducted. Visits to the mobile unit were made. Students were observed while undergoing instruction. Survey questionnaires were administered. Progress data and biographical information about students were reviewed. In the following paragraphs observations, comments and findings about the program's objectives are presented.

Objective 1: Assess Workplace Literacy Requirements

Two evaluation questions were formulated to respond to Objective 1. They were:

1. What are the project related educational requirements of the participating industries?
2. What evidence suggests that effectiveness/efficiency of employees will be enhanced if additional skills are acquired, and how will industries reward workers who achieve?

Data concerning the above questions were gathered from a review of documents contained in the original Career Enhancement Program proposal and from information contributed by the Project Director. It was repeatedly said in the proposal, and by the Director, that the industry has a dire need for skilled, educated workers. Technological changes in industry require better educated workers. Over one-half of the workers do not hold high school diplomas. Industries prefer to "promote from within" because many of their workers are loyal and hard working and would be considered for high level positions if they could improve their educational credentials.

Objective 2: Assess Worker Skills

Questions were formulated to respond to Objective 2. They were:

1. What tools are used to assess workers?
2. What are the profiles of workers by age, gender and ethnic background?

For ESL students the TABE and BEST tests were used for diagnostic and placement purposes. The CCP and the BADER were initially used for similar purposes with students in the literacy program. (The BADER Test was replaced during the time the program operated.) The Merck Company has developed its own tests for use with its employees. No workers have been rejected from the program. Teachers were of the opinion that the tests did a reasonable job in placing students at appropriate competency levels.

Entry level scores of students from the various companies are presented in Tables 1 and 2. Approximately 59% of students enrolled were male. Students were 32 years old, on average. Most were white (70%) but a high percentage were Hispanic (23%). A majority of students had completed some high school work. Enrollment of students was fairly evenly divided between the mobile unit and worker site locations. Twenty percent of the students dropped out of the program.

Objective 3: Plan, Implement and Monitor an Individualized Instruction Program

Two evaluation questions address objective 3. They are:

1. What programs and curriculum have been established?
2. What are the strong and weak factors of the programs?

The project director, Dr. Shirley Merlin, has provided descriptions of individual program initiatives that operate under the Career Enhancement Program. They are:

Adult Basic Education, ABE (0-8 Level)

> ABE includes instruction in reading, mathematics and language. In addition to teaching basic skills at these levels, the workplace curriculum focuses on job-related needs such as reading and comprehending company materials on accident prevention, health benefits, drug and absentee policies, etc. Mathematics includes instruction in basic math and measurement needed on the job. Writing includes completing forms, writing notes, etc.

GED/Advanced (9-12 Pre-College Level)

> GED instruction involves completion of competencies in reading, mathematics, language (including writing) social studies and science required for successful completion of the General Educational Development (GED) test. Workplace

Table 1

STUDENT DEMOGRAPHIC DATA

	Gender		Mean Age	Ethnic Background				Grades Completed		
Site	Male	Female		Asian	Black	Hispanic	White	0-8	9-12	12+
Van Sites										
Rocco/Dayton ESL A.M.	17	4	27	0	0	21	0	7	10	4
Rocco/Dayton ESL P.M.	17	5	29	0	0	21	1	11	9	2
WLR/Hinton ESL	9	9	30	2	0	13	3	9	9	0
WLR/T'Ville ESL A.M.	10	4	31	7	0	4	3	3	10	1
WLR/Rocco/T'Ville ESL	25	7	30	8	0	23	1	22	9	1
Perdue	11	22	33	1	4	1	27	11	19	3
Valley Blox	15	0	32	0	0	0	15	1	14	0
Merck	43	12	44	0	3	0	52	1	35	19
Total Van Sites	147	63	34	18	7	83	102	65	115	30
On-Sites										
WLR/Hinton A.M.	20	18	31	0	0	1	37	11	26	1
WLR/Hinton P.M.	23	22	27	0	4	3	38	11	33	1
WLR/T'Ville P.M.	18	18	32	0	0	2	34	11	25	0
WLR/T'ville Evening	19	18	29	0	1	2	34	13	24	0
Rocco/Dayton A.M.	11	16	29	0	0	6	21	5	22	0
Rocco/Dayton P.M.	17	9	31	0	2	3	21	9	17	0
Rocco/Edinburg	7	20	29	0	0	4	23	5	22	0
Total On-Sites	115	121	30	0	7	21	208	65	169	2
Grand Totals	262	184	32	18	14	104	310	130	284	32

Table 2

STUDENT RETENTION DATA

Site	Enrolled	Drops	Exits	Active
Van Sites				
Rocco/Dayton ESL A.M.	21	2	12	7
Rocco/Dayton ESL P.M.	22	10	5	7
WLR/Hinton ESL	18	9	9	0
WLR/T'Ville ESL A.M.	14	1	3	10
WLR/Rocco/T'Ville ESL	32	5	18	9
Perdue	33	11	12	10
Valley Blox	15	1	6	8
Merck	55	2	39	14
Total Van Sites	210	41	104	65
On-Sites				
WLR/Hinton A.M.	38	6	20	12
WLR/Hinton P.M.	45	12	22	11
WLR/T'Ville P.M.	36	11	17	8
WLR/T'ville Evening	37	10	15	12
Rocco/Dayton A.M.	27	3	15	9
Rocco/Dayton P.M.	26	2	11	13
Rocco/Edinburg	27	6	12	9
Total On-Sites	236	50	112	74
Grand Totals	446	91	216	139

specific skills instruction is provided at this level using curriculum specific materials similar to those described above.

The Advanced level includes instruction in specific skills areas of mathematics, reading and comprehending (critical thinking and problem solving) of chemistry and physics related to job performance.

ESL

The ESL level provides instruction in functional competencies in language, reading and mathematics which will facilitate communication with other employees and industry personnel, comprehend job safety, benefits, drug and other company policies. Workplace specific materials similar to those used at the ABE level are incorporated into the curriculum.

Strengths of the CEP include its ability to provide the needed instruction at workplace settings, either in the instructional mobile unit or at on-site classrooms. Instruction is individualized and self-paced. Workers are released from regular duties and attend classes on "company time." Materials relevant to the needs of workers, both personal and industrial, are used. (See information under Objective 4.)

The problem of getting workers to attend class when they are needed on the production line continues at some sites. Release of workers affects productivity and shifts added work loads to persons not attending classes. But the industry is committed to providing the released time. My opinion is that the problem does not constitute a major impediment for the program.

Objective 4: Design and Develop Curricular Materials for Workers

Four evaluation questions provided evidence about Objective 4. They are:

1. Were instructional materials developed so that they are appropriate for the industries' employees?
2. What are student opinions about the value of instructional materials?
3. What are teacher opinions about the value of instructional materials?
4. What are industry personnel manager opinions about the value of instructional materials?

Work on developing curricular materials continues. An ESL teacher showed some of the materials that have been produced for that curricular area. Among those that were viewed were crossword puzzles and tests revised from CCP materials. Other curricular materials that are appropriate for workers are being used. Included among them is information related to company drug policy, employee benefits and safety.

The program at the Merck Plant continues to use materials, developed by company personnel, which are relevant to the needs of that industry. They relate to areas of basic chemistry, equipment operation and plant safety.

See Illustrations 1 and 2 for information about curricular material that has been developed by various companies participating in the program. Support for materials is contributed by each company - $25 per student per term. Each company contributes at least $250.00.

I felt that work accomplished in the area of curriculum development was good. Many teachers commented that materials were appropriate to the work setting. However, there is some problem in locating appropriate materials for students who enter the program with minimal skills. (See evaluation comments concerning the workplace curriculum in the Appendix.)

For evaluation questions 3 and 4, (under Objective 4), various groups of individuals provided opinions about the program. Surveys were distributed to workers (students), teachers, and industry personnel. The number of individuals surveyed for Interim Report No. 2 and the Final Report were:

Illustration 1

Career Enhancement Program
James Madison University
Workplace Curriculum
November, 1992

Company	Subject	Module
I. Valley Blox	Math (includes Curriculum Overview/Teacher Guide)	
	ABE Level:	Fractions
		Measurement
	GED Level:	Board Feet
		Beginning Geometry
		Two Step Word Problems
		Beginning Algebra
II. Perdue	Reading - GED	Benefits
	Reading - ABE/GED	Safety
III. Rocco	Reading - ABE/GED	Benefits (includes Curriculum Overview/Teacher Guide)
		Drug & Alcohol Policy
		Safety
	Language - ESL	Warning and Information Signs
		Let's Eat at the Cafeteria
		Get Dressed for Work
		Let's Talk to the Supervisor
		Reading Your Paycheck
	Language - ABE/GED	Poultry Plant Dialogues
	Math - ABE	Cafeteria Math
IV. WLR	Reading - ABE/GED	Benefits (includes Curriculum Overview/Teacher Guide, separate curriculum for WLC and WLT)
		Drug & Alcohol Policy
		Safety
	Language - ESL	Warning and Information Signs
		Let's Eat at the Cafeteria
		Get Dressed for Work
		Let's Talk to the Line Leader
	Language - ABE/GED	Poultry Plant Dialogues
V. Merck	Math, Chemistry, Physics (includes Reading, Critical Thinking, Problem Solving)	

Reading curriculum for Valley Blox (GED Level) has been developed but is not included above as a revision is in process. All reading curriculum includes a focus on vocabulary (benefits package, drug & alcohol policy, safety information) as well as comprehension of material. Above curriculum is in use and is being evaluated by teachers and students.

Illustration 2

Summary of Progress: Workplace Curriculum (Career Enhancement Program, JMU)

Company	Level of Curriculum	Module	#Using Curriculum	#Completed Curriculum
I. Valley Blox	ABE Level	Math: Fractions Measurement	2	0
	GED Level	Math: Board Feet Beginning Geometry Two Step Word Problems Beginning Algebra	2	0
II. Perdue	GED	Reading: Benefits	4	6
	ABE/GED	Reading: Safety	4	6
III. Rocco	ABE/GED	Reading: Benefits	2	6
	ABE/GED	Reading: Drug & Alcohol	1	25
	ABE/GED	Reading: Safety	1	20
	ESL	Language: Information Signs	1	18
	ESL	Language: Let's Eat in the Cafeteria	0	0
	ESL	Language: Get Dressed for Work	0	7
	ESL	Language: Let's Talk to the Supervisor	0	8
	ESL	Language: Reading Your Paycheck	1	6
	ABE/GED	Language: Poultry Plant Dialogues	0	0
	ABE	Math: Cafeteria Scenarios	3	0
IV. WLR	ABE/GED	Reading: Benefits	0	0
	ABE/GED	Reading: Drug & Alcohol	7	2
	ABE/GED	Reading: Safety	6	36
	ESL	Language: Information Signs	6	36
	ESL	Language: Let's Eat in the Cafeteria	0	32
	ESL	Language: Get Dressed for Work	0	0
	ESL	Language: Let's Talk to the Line Leader	5	5
	ABE/GED	Language: Poultry Plant Dialogues	6	9
V. Merck	ADV	Math, Chemistry, Physics	0	5

	Final Report	Interim Report No. 2
ABE Students	36	36
GED Students	38	22
Advanced Students	14	14
ESL Students	17	17
ABE Supervisors	4	5
GED Supervisors	14	29
Advanced Supervisors	5	6
ESL Supervisors	6	8
Board Members	13	5
Teachers	9	5

The findings, relative to each group, are presented below. Values closest to "1" are most favorable; scores may range from 1-4. Numbers in parenthesis indicate values for the same questionnaire items that were obtained in April, 1992 and reported in Interim Report No. 2. Data are not reported if the number of responses to a questionnaire item was less than three.

Student Responses:

	ABE Students	GED Students	Advanced Students	ESL Students
The instructional materials are easy to use.	1.6 (1.7)	1.6 (1.6)	1.8 (1.4)	2.1 (1.2)
The instructional materials are interesting.	1.4 (1.7)	1.7 (1.6)	2.1 (1.5)	1.8 (1.4)
The computers help me learn.	1.6 (1.8)	1.4 (2.0)	1.0 (1.4)	1.4 (1.3)

Teacher Responses:

	Teachers
The instructional materials are appropriate for the needs of the majority of the workers.	2.0 (1.6)
Computers are an effective tool of instruction for workers.	1.6 (2.0)
The management system is helpful for scoring tests, recording data, and monitoring progress.	1.6 (1.5)

Industry Personnel Responses:

	ABE Supervisors	GED Supervisors	Advanced Supervisors	ESL Supervisors	Board Members
The instructional materials appear relevant to the majority of the workers' needs.	-- (1.8)	1.8 (2.1)	-- (2.2)	2.0 (1.8)	1.4 (2.0)

Generally group responses about instructional materials are positive. There has been some deterioration of opinion about the appropriateness of materials for instruction from Interim Report No. 2, especially among ESL and advanced students and teachers. However, opinions about the value of computers, of both students and teachers, have improved during the past several months.

Objective 5: Deliver Instruction in the Mobile Unit and in Plant-Site Facilities.

The following question was used to respond to this objective.

> What are the opinions of the following individuals regarding the value of the mobile learning center and the plant-site instructional facilities?
>
> a. project administrators
> b. instructional staff
> c. industry personnel
> d. students

Visits were made while instruction was being provided both in the mobile unit and in classrooms at work sites. At both places instruction was in progress and students were present. Student, teacher and industry personnel opinions about instructional facilities and schedules were elicited and are listed below. Recall that a value of "1" is most favorable.

Student Responses:

	ABE Students	GED Students	Advanced Students	ESL Students
The schedule of classes is convenient.	1.6 (1.5)	1.6 (1.5)	1.6 (1.4)	1.7 (1.2)
I like going to class in the mobile unit.	1.5 (1.8)	1.6 (---)	2.0 (2.1)	1.6 (1.1)
The classroom where instruction is held is satisfactory.	1.5 (1.4)	1.7 (1.7)	1.6 (1.4)	1.7 (1.3)

Teacher Responses:

	Teachers
The mobile unit is appropriate for delivering this type of instruction.	1.6 (2.0)
The classroom where the instruction is held is satisfactory	1.6 (1.8)
The schedule is appropriate to meet the majority of student needs.	1.9 (1.6)

Industry Personnel Responses:

	ABE Supervisors	GED Supervisors	Advanced Supervisors	ESL Supervisors	Board Members
Generally, I am in favor of using a mobile unit to provide literacy instruction for our workers.	1.8 (1.5)	1.8 (1.6)	1.4 (1.8)	1.3 (1.6)	1.3 (1.2)
The classroom where the instruction is held is satisfactory.	1.8 (2.0)	1.7 (2.0)	1.8 (2.3)	2.0 (2.0)	1.5 (1.8)
Workers should be made to attend classes on their own time, not the company's.*	4.0 (3.2)	2.1 (2.5)	2.3 (3.2)	2.5 (2.4)	3.3 (3.4)
Releasing workers to attend class does not affect the productivity of the company.	2.8 (2.5)	3.0 (3.0)	2.6 (2.8)	2.7 (2.8)	2.6 (3.0)

Student, teacher and industry personnel responses about schedule and facilities are favorable. Some decline in attitudes, by ESL students, was noted, but their level of attitude about instruction remains very favorable. And, although some supervisors feel that workers should be made to attend classes on their own time, and that releasing them affects productivity, I do not believe that their attitude is condemning. Board members' attitudes are slightly more favorable than supervisors.

---

* For this item, a value of "4.0" is most favorable.

Written comments by teachers revealed a series of "annoyances" they encounter while delivering instruction. Instances of noise and interruptions were mentioned. It is difficult to anticipate some of the things which interfere with instructional delivery but they do deserve attention and elimination. Basically the problems highlight a need for teachers to meet regularly with the Director and Board so that the problems can receive attention and be remediated.

Objective 6: Document Worker Progress and Job Impact.

The following question is concerned with this objective:

1. What progress is being made by students in each of the instructional programs as evidenced by:
   a. test scores
   b. teacher/aide reports
   c. student reports

The record of student progress at the instructional sites is portrayed in Table 3. Information in that table shows the number of students enrolled in each area (math, reading, language), who made at least one year's progress in an area. For example, at the Rocco/Dayton site two ESL students, of the four enrolled, made at least a year's progress in mathematics; one student made at least a year's progress in reading, of the six enrolled; and nine of the seventeen students working in language made at least one year's progress. For all sites 212 of 249 students (85%) made at least a year's progress in math; 150 of 227 (66%) made a year's progress in reading; 179 of 258 (69%) made a year's progress in language.

In Tables 4, 5 and 6 evidence of program efficiency is presented. The statistics presented there were calculated by dividing the total number of hours of instruction in

Table 3

Summary of Student Progress Data
(through November 1992)

	MATH			READING			LANGUAGE		
Mobile Unit Sites	**Progressed**		**Enrolled**	**Progressed**		**Enrolled**	**Progressed**		**Enrolled**
Rocco/Dayton ESL (A.M.)	2		4	1		6	9		17
Rocco/Dayton ESL (P.M.)	2		6	2		7	4		16
WLR/Hinton ESL	0		2	0		2	1		7
WLR/Timberville ESL (A.M.)	1		1	2		4	5		11
WLR/Rocco/Timberville ESL (P.M).	1		4	0		4	12		22
Perdue	11		15	9		15	9		18
Valley Blox	10		10	2		3	5		10
Merck	36		40	33		42	0		0
Total Van Sites	63	(77%)	82	49	(59%)	83	45	(45%)	101
On-Location Sites									
WLR/Hinton (A.M.)	25		27	14		21	22		25
WLR/Hinton (P.M.)	21		25	10		24	20		26
WLR/Timberville (P.M.)	21		22	17		19	17		21
WLR/Timberville (Evening)	25		28	15		23	20		23
Rocco/Dayton (A.M.)	24		25	18		25	22		25
Rocco/Dayton (P.M.)	17		20	15		18	18		18
Rocco/Edinburg	16		20	12		14	15		19
Total On-Sites	149	(89%)	167	101	(70%)	144	134	(85%)	157
TOTAL	212		249	150		227	179		258
PERCENT INCREASE		85%			66%			69%	

Table 4

Data Regarding Amount of Study for Each Level of Gain For ESL Students (Mobile Unit Students)

Mobile Unit	Enrolled	Math Level Gains	Hours of Study	Hours Per Level	Read Level Gains	Hours of Study	Hours Per Level	Lang Level Gains	Hours of Study	Hours Per Level
Rocco Dayton (A.M.)	21 (17)*	6	86	14	1	115	115	16	1528	96
Rocco Dayton (P.M.)	22 (16)	2	165	83	4	155	39	5	853	171
Rocco/WLR Timberville (P.M.)	32 (22)	1	60	60	0	47	—	16	1482	93
WLR Timberville (A.M.)	14 (11)	1	6	6	2	162	81	5	1198	240
WLR Hinton (A.M.)	18 (18)	0	39	0	0	37	-	4	485	121
TOTAL ESL	107 (84)	10	356	36	7	516	74	46	5546	121

*( )enrolled for at least 2 months

Table 5

Data Regarding Amount of Study for Each Level of Gain For ABE/GED/Advanced Students (Mobile Unit Students)

Mobile Unit	Enrolled	Math Level Gains	Hours of Study	Hours Per Level	Read Level Gains	Hours of Study	Hours Per Level	Lang. Level Gains	Hours of Study	Hours Per Level
	33 (27)*	24	273	11	14	201	14	15	366	24
Perdue										
Bridgewater										
Valley Blox	15 (13)	30	309	10	3	118	39	10	244	24
Harrisonburg										
Merck	55 (46)	80	886	11	81	1063	13	0	0	0
Elkton										
TOTAL	**103 (86)**	**134**	**1468**	**11**	**98**	**1382**	**14**	**25**	**610**	**24**

*( )enrolled for at least 2 months

Table 6

Data Amount of Study for Each Level of Gain for ABE/GED Advanced Students (On Location Sites)

Site	Enrolled	Math Level Gains	Hours of Study	Hours Per Level	Read Level Gains	Hours of Study	Hours Per Level	Lang. Level Gains	Hours of Study	Hours Per Level
WLR Hinton (A.M.)	38 (29)*	113	1644	15	40	784	20	82	598	7
WLR Hinton (A.M.)	45 (29)	83	1286	15	18	495	28	55	629	11
WLR/Rocco Timberville (P.M., T, Th)	36 (26)	77	927	12	45	1043	23	52	501	10
WLR/Rocco Timberville (P.M., M, W)	37 (29)	86	1093	13	26	649	25	53	411	8
Rocco Dayton (A.M.)	27 (25)	117	1684	14	60	1016	17	76	760	10
Rocco Dayton (P.M.)	26 (22)	65	1097	17	43	584	14	52	623	12
Rocco Edinburg (P.M.)	27 (25)	67	744	11	42	816	19	48	818	17
TOTALS	236 (185)	608	8475	14	274	5387	20	418	4340	10

*( )enrolled for at least 2 months

each subject area (math, reading and language) by the total number of grade level gains made in each of those areas. See Table 4 for data on ESL students. Overall, it took them 36 hours to achieve one level of gain in math; 74 hours to achieve one level of gain in reading; and 121 hours to achieve one level of gain in language.

See Table 5 for data for ABE/GED/Advanced students who were taught on the mobile unit. Overall, it took them 11 hours to achieve at least a grade level of gain in math; for reading, it took them 14 hours; and for language, it took them 24 hours. Table 6 contains similar information for ABE/GED/Advanced students taught at on-site locations.

Data in Table 3 suggest that a substantial percent of students have made progress in all three areas, (math, reading and language). Data in Tables 4, 5, and 6 indicate that math instruction is more efficient than instruction in reading. That is, a level of gain can be achieved in math with less hours of study. For ESL students the reason may be due to the fact that math is a more "universal language" than reading and language. Overall I believe the data support a conclusion about program success.

Opinions about the value of the program were asked of others by questionnaire, (i.e., students, and industry personnel). Their response follow. (Recall that "1" is favorable.)

Student Responses:

	ABE Students	GED Students	Advanced Students	ESL Students
I think the Career Enhancement Program is worthwhile.	1.2(1.4)	1.4 (1.2)	2.0 (1.2)	1.7 (1.4)
I am learning a lot in this class.	1.3 (1.5)	1.4 (1.3)	1.9 (1.6)	1.9 (1.6)
The course will help me in my job.	1.3 (1.4)	1.5 (1.6)	2.0 (1.9)	1.5 (1.2)

Industry Personnel Responses:

	ABE Supervisors	GED Supervisors	Advanced Supervisors	ESL Supervisors	Board Members
Workers enrolled in the program report that they are making progress.	1.8 (1.4)	2.0 (1.7)	2.3 (2.2)	1.8 (1.9)	1.8 (1.6)
Workers enrolled in the program show a positive attitude toward the program.	3.0 (1.4)	1.9 (1.6)	1.8 (2.8)	1.3 (1.9)	1.5 (1.3)
Workers enrolled in the program appear to be more effective in their jobs.	2.5 (2.0)	2.4 (2.0)	– (2.5)	2.2 (2.1)	1.5 (2.0)
Workers enrolled in the program show improved absentee/tardiness records.	2.3 (–)	2.2 (2.5)	3.0 (3.8)	2.0 (–)	2.0 (–)
Workers enrolled in the program are better able to read safety information, forms, newsletters, and/or signs.	1.5 (2.0)	2.0 (1.9)	2.3 (–)	1.7 (1.7)	1.6 (2.0)
Generally, I have a favorable opinion of the Career Enhancement Program.	1.8 (1.6)	1.5 (1.3)	1.2 (2.2)	1.5 (1.9)	1.2 (1.4)

Attitudes of students and industry personnel are favorable although somewhat more negative than at the time of Interim Report No. 2. The opinions of supervisors are negative on selected items, but their overall attitude about the program is good. (Note the favorable responses to the final question about the Career Enhancement Program.)

A final question on the industry personnel survey instrument inquired about the eligibility for promotion by workers in the program. There were 15 yes responses to the question. Board members reported that five were promoted.

Objective 7: Provide Staff Development and Evaluate Staff.

Evaluation questions which addressed Objective 7 included:

1. What orientation, training and development activities have occurred for project staff?
2. What are staff opinions about the value of professional development activities?
3. What are the project administrator's ratings of professional staff?
4. What are student ratings of professional staff?

The Project Director informed me that orientation training occurred at the beginning of the project and that it was offered on a continuing basis. Between June, 1991, and November, 1992, seventeen regular staff meetings were conducted. Between March, 1991, and November, 1992 there were nine regular advisory board meetings. Common agenda at the staff meetings included the following items of discussion: progress and attendance data, student interviews, CCP materials and office and van concerns. One or more meetings included the following items of discussion: individualized ESL program, use of audio-visual materials, new curriculum materials, language experience approach, management of diversity in the classroom and teacher sharing from regional workshop presentations. Several CEP teachers attended the following:

1. VAILL Conferences (August, 1991 and August, 1992).
2. VAILL Training Sessions.
3. U.S. Basics East Coast Regional Workshops.
4. Cluster Training Sessions at Dayton Learning Center.

Survey items on the teacher questionnaire elicited responses about professional development and instructional support. Survey items on the student questionnaire elicited responses about the quality/helpfulness of instructional staff. Those data are presented below.

Student Responses:

	ABE Students	GED Students	Advanced Students	ESL Students
My teacher attends to my instructional needs.	1.2 (1.4)	1.3 (1.3)	1.4 (1.2)	1.5 (1.2)
My teacher is friendly.	1.1 (1.1)	1.1 (1.1)	1.5 (1.2)	1.6 (1.1)
It is easy to talk to my teacher.	1.2 (1.2)	1.2 (.1)	1.3 (1.3)	1.4 (1.2)
My teacher understands how to use the materials	1.3 (1.2)	1.3 (1.1)	1.4 (1.2)	1.5 (1.1)
The aide helps me when the teacher is busy.	1.3 (1.3)	1.4 (1.5)	1.2 (1.5)	1.4 (1.2)

Teacher Responses:

	Teachers
I was adequately prepared to instruct students.	2.3 (1.8)
I receive adequate assistance and support with problems I encounter in my job.	1.6 (1.6)

Written comments by teachers, about the program, are generally favorable. Student opinions about the quality and assistance of instructional staff are very positive.

SUMMARY/CONCLUSIONS

This report comprises the final evaluation of the Career Enhancement Program conducted by James Madison University. The findings, based upon evidence examined and presented in the report, suggest that the program is a successful one. A summary of the findings and conclusions, relevant to each of the project's seven objectives, is presented below. In addition, remarks and/or recommendations are provided.

Regarding the objective that workplace literacy requirements be addressed, documents examined for the original Career Enhancement Project proposal indicated an urgent need for skilled and educated workers. In addition, the industry stated a preference that such workers be promoted "from within." Thus, the need for the project appears justified.

Toward that purpose a program was designed to assess worker-students to determine their competency levels and help establish a point where they could begin instruction. Four hundred and forty-six students were enrolled in the various programs. Students were primarily white but about 23% were Hispanic. About 40% were female. No student who applied to the program was denied admission. The retention rate was about 80%.

Instruction was offered in four topical areas (ABE, GED, ESL and Advanced). It took place in workplace settings, either in a mobile unit or at on-site classrooms. Instruction was individualized. Workers were given released time to attend classes. Some problems related to the practice of permitting students the opportunity to attend classes on company time were identified. But the industry favors the continuance of releasing workers.

There has been a noticeable effort to produce curricular materials appropriate to worker needs. Curricular modules relevant to the workplace have been produced on topics of safety, benefits, drug and alcohol policy, as well as materials on personal and business matters. CCP materials have been adapted to meet the needs of ESL students. The industry supports the project, ($25 per student) for materials. A great deal has been accomplished in curriculum development, but some problems exist in specific program areas. Students and teachers exhibited more positive attitudes about computers and problems which have existed in the past, about that facet of the program, are decreasing.

Visits made at instructional sites indicated that instruction is ongoing and positive. Students thought that the schedule was convenient and that the facilities were good. These attitudes were shared by the teachers. The attitudes were also exhibited by industry personnel and board members. The problem of releasing students to attend classes during working hours is one mentioned more by supervisors that others. Workers themselves feel some guilt about having others "do their job" while they are in class. A promotion to overcome this negative attitude might be considered.

Data regarding student progress is positive. Eighty-five percent of the students who have been enrolled in the program showed at least one level of progress in math; 66% showed at least one level of progress in reading; 69% showed at least one level of progress in language. Students make better progress in math than in other areas and math instruction is more efficient for ESL students (i.e., fewer hours of instruction are needed to achieve a level of gain) than instruction in the other areas is. It is also more efficient than reading for other students.

Several meetings have been conducted with instructional staff to orient them to the program and to address the problems they encounter in their work. Teacher attitudes about professional assistance is good, but there needs to be continued efforts to communicate with instructional staff. The quality of the staff appears to be good. Both the Director and students have given favorable comments about them.

Overall, I believe the progress of the program is good. Cooperation between industry and program personnel is a positive observation. Support by industry has remained high. Students like the program. Project staff are competent and committed. I recommend that the program be continued.

APPENDICES

Evaluation Proposal

Data Collection Instruments

Student Outcomes Data

Workplace Curriculum Evaluation

Staff and Advisory Board Meeting Schedule

Teacher Evaluations by the Director

EVALUATION PROPOSAL
FOR THE
CAREER ENHANCEMENT PROGRAM
AT
JAMES MADISON UNIVERSITY

Submitted by

Larry J. Weber
March, 1991

EVALUATION PLAN

The evaluation plan of the Career Enhancement Program will follow procedures specified in the evaluation section of the proposal to evaluate the Career Enhancement Program submitted by James Madison University personnel July, 1990. It will provide for the assessment of the program objectives for each of the five phases of the program. Both formative and summative data will be collected and analyzed. The evaluation procedures will be guided by the seven major project objectives of the program. A brief outline of the types of information considered appropriate for each objective is listed below. Please note that this material is suggestive and alterations regarding data needs might be made, depending on availability of resources, information, and time.

Objective 1

Assess the workplace literacy requirements of industries participating in the project.

Evaluation questions:

1. What are the project related educational requirements of the participating industries?
2. What evidence suggests that effectiveness/efficiency of employees will be enhanced if additional skills are acquired?

Objective 2

Assess literacy, basic skill, critical thinking and problem solving skill levels of workers identified as needing improvement.

Evaluation questions:

1. What evidence shows that the assessment measures used with students are adequate?

2. What percent of students referred to each of the three curricular areas qualify for acceptance?
3. What are the test scores of students accepted/rejected from the program?
4. What are the profiles of eligible students regarding the following characteristics?
    a. age
    b. nationality
    c. gender
    d. race

Objective 3

Plan, implement and monitor an individualized instructional program for students based upon the results of the workplace audits and the workers' assessments.

Evaluation questions:

1. What progress is being made by students in each of these instructional programs as evidenced by:
    a. test performance
    b. teacher aide reports
    c. other data
2. What evidence exists that shows proper placement of students during the initial phases of instruction?

Objective 4

Design and develop curriculum materials for workers in the industries participating in the enhancement program.

Evaluation questions:

1. Were instructional materials developed so that they are appropriate for the industries' employees?
2. What are student opinions about the value of instructional materials?
3. What are teacher opinions about the value of instructional materials?
4. What are industry personnel managers' opinions about the value of instructional materials?

Objective 5

Deliver skills instruction to area industries through the use of a mobile learning center and in-plant training facilities.

Evaluation questions:

1. What are the opinions of the following individuals regarding the value of the mobile learning center and the plant site instructional facilities?
    a. project administrators
    b. instructional staff
    c. industry personnel
    d. students
2. Are their problems related to physical facilities such as space, lighting, comfort, accessibility etc.?

Objective 6

Document worker progress to determine the program's impact on job effectiveness and career enhancement.

Evaluation questions:

1. What progress is being made by students in each of the instructional program as evidenced by:
   a. test scores
   b. teacher/aide reports
   c. student reports
2. What is the drop out rate of students?
3. What evidence exists from poultry industry records regarding:
   a. career progress
   b. absenteeism
   c. accidents
   d. other

Objective 7

Provide staff orientation, staff development, tutor training and evaluation for project personnel.

Evaluation questions:

1. What orientation, training and development activities have occurred for project staff?
2. What are staff opinions about the value of professional development activities?
3. What are the project administrator's ratings of professional staff?
4. What are student ratings of professional staff?

The evaluation will be conducted throughout the entire time the project is in operation. Progress made toward the achievement of each objective will be determined during the five phases of the program according to the following plan. A GAANT chart which graphically depicts the evaluation activities and the scheduled time during which they should occur is included among the materials at the end of the proposal. The budget and vita of the evaluator are also included. Two interim reports and a final report will be submitted by the evaluator.

Phase I - Start Up

During Phase I progress toward objectives 1 and 2 will be examined. These objectives concern assessment of industry literacy requirements and initial testing and placement of students.

Phase II - Assessment/Implementation

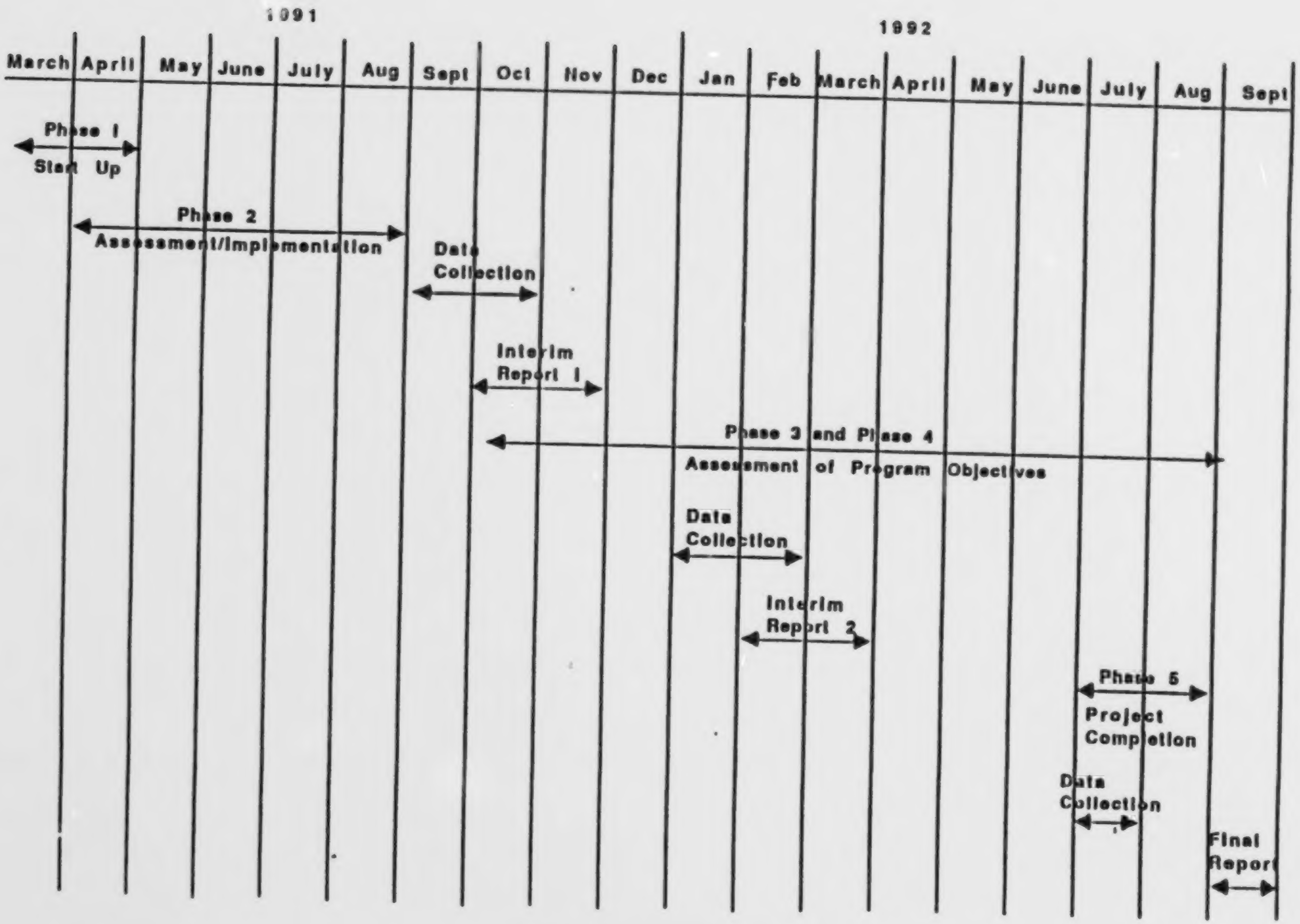
During Phase II the major focus of the evaluation will be directed at objectives 3, 4, 5, and 7 which concern program implementation, curriculum and material design, instructional facilities and staff development. Some attention will also be given to objective 6 which relates to worker progress. Interim Report 1 will be written after Phase II. (See GAANT Chart).

Phase III and IV - Assessment of Progress

During these phases major attention will be given to objective 6, the progress made by enrollees as evidenced by test scores and teacher and self reports. Progress relative to objectives 3, 4, 5 and 7 will also be examined. Interim Report 2 will be submitted. (See GAANT Chart)

Phase V - Project Completion

During Phase 5 each objective will be reviewed so that a summative determination regarding the value of the project can be made. The Final Report will then be written and submitted.



Career Enhancement Program
Evaluation Schedule

INTERVIEW QUESTIONS FOR THE DIRECTOR

Objective:

I. 1. What are the requirements of workers in each of the three areas?

2. What evidence suggests that worker effectiveness will be improved by the program?

3. How will the industries reward workers who achieve?

II. 1. What tests or other tools are used to assess the skills of workers in the three areas?

2. What percent of workers referred qualify for acceptance?

3. What are the entry test scores of students?

4. What are the profiles of students by age, nationality, gender, race?

III. 1. Describe the program and curriculum that exists for each of the three areas.

2. Give your opinion of the program (pro and con).

IV. 1. Describe the type of instructional materials that were developed for each of the three areas.

2. What are the strengths/weaknesses of the materials?

V. 1. Give your opinion about the appropriateness of the mobile unit and the on-site instructional facilities.

VI. 1. Do you have any data which documents student progress.

VII. 1. What orientation or training has occurred for project staff?

2. How frequently do staff convene?

3. What is your assessment of project staff?

Industry Personnel Questionnaire

Please indicate the program which you are evaluating by checking the appropriate box. If you wish to evaluate more than one program, complete a questionnaire for each one.

Program:

☐ Adult Basic Education (ABE)
☐ English as a Second Language (ESL)
☐ General Education Development (GED)
☐ Advanced

Position (check one):

Supervisor: ______
Advisory Group Member: ________

Write the name of your company:

____

Directions: The purpose of this form is to obtain information which will assist in reporting on the progress of the Career Enhancement Program. Please respond to as many questions as you can with the information that is available to you.

Ratings: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree;
NA/U = not applicable or unknown (Check if the item does not relate to your program)

Objective		Question	Circle One
4	1.	The instructional materials appear relevant to the majority of the workers' needs.	SA A D SD NA/U
5	2.	Generally, I am in favor of using a mobile unit to provide literacy instruction for our workers.	SA A D SD NA/U
5	3.	The classroom where the instruction is held is satisfactory.	SA A D SD NA/U
5	4.	Workers should be made to attend classes on their own time, not the company's.	SA A D SD NA/U
5	5.	Releasing workers to attend class does not affect the productivity of the company.	SA A D SD NA/U
6	6.	Workers enrolled in the program report they are making progress.	SA A D SD NA/U
6	7.	Workers enrolled in the program show a positive attitude toward the program.	SA A D SD NA/U
6	8.	Workers enrolled in the program appear to be more effective in their jobs.	SA A D SD NA/U
6	9.	Workers enrolled in the program show improved absentee/tardiness records.	SA A D SD NA/U
6	10.	Workers enrolled in the program are better able to read safety information, forms, newsletters, and/or signs.	SA A D SD NA/U
6	11.	Generally, I have a favorable opinion of the Career Enhancement Program.	SA A D SD NA/U
6	12.	Workers have been (or are eligible to be) promoted to a higher level position. (provide a number, if available ____________)	YES NO UNKNOWN

We would appreciate any additional comments you would like to make. You may use the back of this form.

Student Questionnaire

Write the name of your Company:

____

Please indicate the program in which you are enrolled by checking the appropriate box.

Program:

- ☐ Adult Basic Education (ABE)
- ☐ English as a Second Language (ESL)
- ☐ General Education Development (GED)
- ☐ Advanced

Ratings: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree;
NA/U = not applicable or unknown (Check if the item does not relate to your program.)

Objective		Question	Circle One
4	1.	The instructional materials are easy to use.	SA A D SD NA/U
4	2.	The instructional materials are interesting.	SA A D SD NA/U
4	3.	The computers help me learn.	SA A D SD NA/U
5	4.	The schedule of classes is convenient.	SA A D SD NA/U
5	5.	I like going to class in the mobile unit.	SA A D SD NA/U
5	6.	The classroom where instruction is held is satisfactory.	SA A D SD NA/U
6	7.	I think the Career Enhancement Program is worthwhile.	SA A D SD NA/U
6	8.	I am learning a lot in this class.	SA A D SD NA/U
6	9.	The course will help me in my job.	SA A D SD NA/U
7	10.	My teacher attends to my instructional needs.	SA A D SD NA/U
7	11.	My teacher is friendly.	SA A D SD NA/U
7	12.	It is easy to talk to my teacher.	SA A D SD NA/U
7	13.	My teacher understands how to use the materials.	SA A D SD NA/U
7	14.	The aide helps me when the teacher is busy.	SA A D SD NA/U

Tell what you like or dislike about the program; what changes you would like to see; how we may serve you better.

____

____

____

____

____

Teachers Questionnaire

Please indicate the program which you are evaluating by checking the appropriate box.

Program:

☐ Adult Basic Education (ABE)
☐ English as a Second Language (ESL)
☐ General Education Development (GED)
☐ Advanced

Ratings: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree;
NA/U = not applicable or unknown

Objective		Question	Circle One
2	1.	The pre tests accurately place students in the program.	SA A D SD NA/U
4	2.	The instructional materials are appropriate for the needs of the majority of the workers.	SA A D SD NA/U
4	3.	Computers are an effective tool of instruction for workers.	SA A D SD NA/U
4	4.	The management system is helpful for scoring tests, recording data, and monitoring progress.	SA A D SD NA/U
4	5.	The mobile unit is appropriate for delivering this type of instruction.	SA A D SD NA/U
4	6.	The classroom where the instruction is held is satisfactory.	SA A D SD NA/U
5	7.	The schedule is appropriate to meet the majority of student needs.	SA A D SD NA/U
6	8.	The tests provide accurate progress data.	SA A D SD NA/U
7	9.	I was adequately prepared to instruct students.	SA A D SD NA/U
7	10.	I receive adequate assistance and support with problems I encounter in my job.	SA A D SD NA/U

What comments do you have about the program?

STUDENT OUTCOMES DATA

Site	Enrolled	Basic Skills	Communication Skills	Self Esteem
Van Sites				
Rocco/Dayton ESL A.M.	21	5	19	18
Rocco/Dayton ESL P.M.	22	13	14	14
WLR/Hinton ESL	18	2	7	8
WLR/T'Ville ESL A.M.	14	3	14	14
WLR/Rocco/T'Ville ESL	32	31	31	31
Perdue	33	29	22	28
Valley Blox	15	11	8	13
Merck	55	47	0	52
Total Van Sites	210	141	115	178
On-Sites				
WLR/Hinton A.M.	38	33	33	28
WLR/Hinton P.M.	45	33	27	29
WLR/T'Ville P.M.	36	29	32	26
WLR/T'ville Evening	37	35	32	28
Rocco/Dayton A.M.	27	26	27	25
Rocco/Dayton P.M.	26	23	24	23
Rocco/Edinburg	27	23	22	23
Total On-Sites	236	202	197	182
Grand Totals	446	343	312	360

The totals reflect the number of students who have shown progress in basic skills, communication skills or self esteem.

CAREER ENHANCEMENT PROGRAM
WORKPLACE CURRICULUM EVALUATION

Evaluation of Workplace Curriculum by Teachers in CEP

Valley Blox Math Curriculum:

The teacher using the curriculum said that it reflected a connection to the students' work setting and/or specific jobs some of the time. The curriculum did correlate with other competency-based curriculum materials most of the time. The teacher commented that the math problems were at a level that was too easy for most of the students. More technical word problems are needed even if they are not for specific jobs which students may have.

Perdue Reading - Benefits and Safety - Curriculum

The teacher using the curriculum said that it definitely reflected both a connection to the students' work setting and/or specific jobs and a correlation with other competency-based curriculum materials. It was consistent in its readability and skill level most of the time.

The curriculum was definitely of interest to the students.

Rocco and WLR Reading Curriculum

Three teachers used this curriculum and all said it definitely reflected a connection to the students' work setting and/or specific jobs. It correlated with other competency-based curriculum materials most of the time.

One teacher commented that the benefits curriculum should be more specific. "Students know the general idea; what they want is the details." Another teacher commented that the very low level readers had some difficulty with the "Benefits" and "Drug and Alcohol" curricula. One said that she will use the "Safety" curriculum as reading material to build vocabulary and comprehension. It will also be used for group discussion and interaction.

All teachers said that it was of interest to the students most of the time and all said that it helped the students over-all.

Rocco and WLR ESL Curriculum

The ESL curriculum definitely reflected a connection to the students' work setting and/or specific jobs according to the teachers who used it. The materials correlated with other competency-based curriculum materials and was consistent in its readability and/or skill level most of the time.

The teachers commented that the workplace curriculum was definitely of interest to the students.

One teacher commented that the level of grammatical structure must be considered as well as the level of vocabulary when writing ESL materials.

One general comment concerning all workplace curriculum materials was that more ABE level materials would be useful that deal directly with the job.

Evaluation of Workplace Curriculum by Students in CEP

Rocco and WLR Reading Curriculum

Students who completed the three reading curricula (Benefits, Drug and Alcohol, Safety) for the poultry plants Rocco and WLR answered unit evaluation forms. Part 1 of the form asked students to answer questions using a number from 1 to 5:

5 - definitely
4 - most of the time
3 - some of the time
2 - seldom
1 - never

The following averages for each question were found:

Question 1: I learned something new about the benefits/drug and alcohol policy/safety of working at ROCCO/WLR by finishing this unit.

ROCCO	Benefits	4.33
ROCCO	Drug and Alcohol	3.80
ROCCO	Safety	3.94
WLR	Benefits	4.09
WLR	Drug and Alcohol	3.66
WLR	Safety	3.87

Question 2: I learned some new words by finishing this unit.

ROCCO	Benefits	3.78
ROCCO	Drug and Alcohol	3.15
ROCCO	Safety	3.53
WLR	Benefits	3.61
WLR	Drug and Alcohol	3.34
WLR	Safety	3.53

Question 3: I enjoyed doing the exercises and puzzles in this unit.

ROCCO	Benefits	4.21
ROCCO	Drug and Alcohol	3.88
ROCCO	Safety	3.53
WLR	Benefits	3.68
WLR	Drug and Alcohol	3.86
WLR	Safety	3.84

Question 4: I would encourage others to do this unit.

ROCCO	Benefits	3.83
ROCCO	Drug and Alcohol	4.15
ROCCO	Safety	4.18
WLR	Benefits	4.45
WLR	Drug and Alcohol	4.23
WLR	Safety	4.47

Question 5: This unit will help me in the future to know about my benefits/drug and alcohol policy.

ROCCO	Benefits	3.83
ROCCO	Drug and Alcohol	3.90
WLR	Benefits	4.35
WLR	Drug and Alcohol	4.00

Part 2 of the evaluation form had two sentence completion questions. Answers are listed below:

Question 1: If I could change something about this unit, I would:

- not change anything (many similar responses)
- shorten it
- change nothing because it gives you a clear meaning to the policy
- I would not change anything about this unit. It is a good unit already.
- put in more exercises
- let all the people at (ROCCO) do this and let the plant managers lead it
- find better answers for multiple choice questions
- make everyone in (WLR) do one of these that way everyone will know more
- change the way some of the questions are asked
- make it longer cause I got finished too soon
- have everyone take it/make it mandatory for all
- add more puzzles
- put more things in this unit about fires (Safety unit)

Question 2: This unit will help me in the future when:

- I need to know something about my insurance (Benefits unit)
- I need to check on my benefit (Benefits unit)
- to know the holidays that we will be off and to know the benefits when a problem arouses
- I need to use the "leaves from work" benefits
- I need to explain the benefits or other thing to people who don't know
- I need rules (Drug and Alcohol unit)
- I need to know the policy on drugs
- I see a lot of the employees acting careless
- a drug problem arises

Question 2, continued:

- I already knew most everything. But it would help someone new to the company.
- I go to get another job
- If people I know have drug and alcohol problems that will help me or help them
- I need to learn or do something about safety
- safety comes up where I need it
- when there's a problem with safety guidelines
- I train a new employee
- never
- I need to report a safety hazard
- if I go to another job I will look for safety there too
- I get into management
- I graduate
- I encourage others to do this unit or take up the Career Enhancement Program
- I go into the army
- I become a USDA one day (Safety unit)
- if I start my own company
- I apply it to my life

CAREER ENHANCEMENT PROGRAM
STAFF AND ADVISORY BOARD MEETINGS
MARCH 1991 - NOVEMBER 1992

March 1, 1991 Advisory Board Meeting
- plans for mobile learning center

April 23, 1991 Advisory Board Meeting

June 4, 1991 Staff Meeting

June 7, 1991 Staff Training
- CCP lab, Arlington, VA

June 11, 1991 Staff Training
- resource meeting, VAILL

June 19, 1991 Staff Meeting
- discussion of job-specific teaching materials

Advisory Board Meeting
- plans for new grant period

July 30, 1991 Staff Meeting
- discussion of management system

September 18, 1991 Staff Meeting
- report of new management system

September 25, 1991 Advisory Board Meeting
- meeting with Dr. Weber

October 2, 1991 Staff Meeting
- management information

October 9, 1991 Staff Meeting
- progress and attendance reports

November 20, 1991 Staff Meeting
- workplace teaching materials

December 4, 1991 Staff Meeting
- software evaluation

December 11, 1991 Advisory Board Meeting
- phase I evaluation report

December 18, 1991 Staff Christmas get-together

January 15, 1992 Staff Meeting
- discussion of forms for outcomes information

February 12, 1992 Staff Meeting
- review of software

February 25, 1992 Advisory Board Meeting
- plans for GED ceremony

March 18, 1992 Staff Meeting
- implementation of individualized ESL program
- use of audio-visual materials

April 1, 1992 Staff Meeting
- Timmie Walker's presentation of curriculum materials (video language and others)

April 8, 1992 Staff/Company Representatives Meeting
- orientation procedure for CEP program

May 27, 1992 Advisory Board Meeting
- introduction of workplace curriculum
- explanation of state funding

June 3, 1992 Staff Meeting
- implementation of workplace curriculum

August 19, 1992 Staff Meeting
- evaluation of workplace curriculum

August 26, 1992 Advisory Board Meeting
- plans for final evaluation
- plans for GED ceremony

September 30, 1992 Staff Meeting
- discussion of language experience approach
- plans for GED ceremony

October 21, 1992 Staff Meeting
- management of diversity in the classroom

November 4, 1992 ESL Staff Meeting
- teacher sharing

November 13-14 U.S. Basics East Coast Regional Workshop

November 14, 1992 Training Session for ESL teachers

November 18, 1992 Advisory Board Meeting/Staff Meeting
- future program plans
- visit with Dr. Weber

November 25, 1992 Staff Meeting
- teacher sharing from November 13-14 conference

Staff meetings include time for reviewing progress and attendance data, student interviews, CCP materials and office and van concerns

CAREER ENHANCEMENT PROGRAM
STAFF AND ADVISORY BOARD MEETINGS
MARCH 1991 - NOVEMBER 1992

SUMMARY:

There were seventeen regular staff meetings. Common agenda at all meetings included the following items of discussion: progress and attendance data, student interviews, CCP materials and office and van concerns. One or more meetings included the following items of discussion: individualized ESL program, use of audio-visual materials, new curriculum materials, language experience approach, management of diversity in the classroom and teacher sharing from regional workshop.

There were nine regular advisory board meetings. Items of discussion included plans for the mobile learning center, plans for the final evaluation of the current program as well as future program plans and funding.

One meeting of staff and company representatives discussed the orientation procedure for the CEP program.

Both staff and advisory board meetings discussed plans for GED ceremonies and implementation and evaluation of workplace curriculum.

Several CEP teachers attended the following:

- VAILL Conferences: August, 1991 and August, 1992
- VAILL Training Sessions
- U.S. Basics East Coast Regional Workshops
- Cluster Training Sessions at Dayton Learning Center (by Virginia Adult Education and Literacy Resource Center)

CEP teachers were involved in peer training as new teachers came to the program. Training involved use of the management system, individualized teaching procedures and use of software. Additionally, teachers trained volunteer tutors from James Madison University's Center for Service-Learning two semesters each school year.

Graduation ceremonies occurred regularly to recognize both GED graduates of the Career Enhancement Program as well as students who moved from the ESL level to the ABE level within the program.

TO: Dr. Larry Weber. External Evaluator

FROM: Dr. Shirley B. Merlin. Director
Career Enhancement Program Shirley B Merlin

RE: Teacher Evaluations

DATE: December 14. 1992

The five teachers employed on the Mobile Learning Center and two for the on-site classes (one is employed in both places) are all very good adult educators. If we were to rate them on a one-to-five scale the overall average would be 4.8 (high). At this point. all but one of the teachers are experienced in working with adult learners in either the ABE/GED and/or ESL programs. (We hired one new ESL teacher this Summer). They show a great deal of sensitivity to each participant's personal and educational needs which is so important when working with learners who may have experienced difficulty in school or who may have many problems. The motivation and rapport with students in nearly all classes has been excellent. In the Advanced class. the teacher maintained very good rapport with the students. However. some students simply did not want to participate in the project for reasons outside the teacher's control.

Through the on-going staff development efforts the teachers are much more proficient in utilizing the individualized. self--paced Comprehensive Competency Program and management system. There are still occasional errors in management reports that tend to slow up the data analysis. but not as often as in the past. The staff is using the Workplace Curriculum along with the ABE/GED or ESL materials wherever applicable. The teachers have a cooperative spirit and help each other on various instructional or management problems as they arise. We find that one of the most effective types of staff development activities is to have the teachers work together to learn new ideas and help solve problems.

Three teachers have been particularly helpful in assisting with the curriculum and management system. The teacher of the Advanced class at Merck. Steve Sine. developed the tests and referenced in the Advanced Workplace Curriculum into the management system. Deanna Kauffman Benevides assisted the Curriculum Developer with developing the ESL curriculum and with the mathematics section of the Valley Blox curriculum. She also has been helpful in providing the data needed for special reports through the use of management system. Jerry O'Hara assists with the management system for on-site classes for Rocco and WLR. He also devised some motivational data analysis for students working on their GED for both the on-site and mobile classes.

Overall. I believe we are very fortunate to have such a dedicated. professional teaching staff.

APPENDIX C

DISSEMINATION MATERIALS

Career Enhancement Program

The Career Enhancement Program is designed to deliver literacy instruction to people at their place of employment. To assist employees in advancing their careers, the program offers instruction in reading, writing and mathematics.

Why Workplace Literacy?

Industries throughout the nation are experiencing a change in the level of literacy needed by their employees. Most industries use complex equipment and provide printed materials which require higher levels of literacy and math skills than were necessary in the past. These technological changes make it necessary for many employees to acquire additional education.

In the Shenandoah Valley, the poultry industry employs people who could be promoted to more responsible positions if they possessed better reading, language and math skills. Efficiency would be improved if these employees could read the manuals, newsletters and miscellaneous information pertaining to their employment.

Advantages of Workplace Instruction

Both employee and employer can benefit from workplace instruction. In addition to teaching the basic literacy curriculum, educational materials are developed to help employees read materials specifically related to their own job.

By providing instruction at the work site, the need for additional child care and transportation, and other problems associated with attending classes after working hours is eliminated. This improves attendance and allows instruction to be geared to employment needs.

The Mobile Learning Center

The Career Enhancement Program delivers instruction to participants in a unique way. Equipped with computers and printed materials, the Mobile Learning Center is on the road five days a week visiting different company sites in the area.

Professional teachers and driver/aides test employee participants and provide individualized computer-assisted instruction once or twice a week. The program includes literacy, functional and job-specific skills training ranging from beginning levels through pre-college. English as a second language is also offered.

Each employee participant receives a total of three to four hours of instruction weekly. Through the computerized management system, employees are given immediate feedback on test results and teachers are able to monitor and adjust the program as needed. Self-confidence grows as the employee progresses in the program.

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ew York Times September 8, 1991

James Madison

Literacy Program Enhances Skills Of Local Workers

HARRISONBURG, Va. — James Madison University has taken adult literacy on the road and to local industries in an effort to improve the skills of workers, many of whom are non-English speaking immigrants.

The effort comes neatly packaged in a van called the Career Enhancement Center. It is equipped with four computers, tape recorders and plenty of chairs, and serves about 70 clients a week, pulling up to the factory doors of five major employers in the Harrisonburg area.

"The unique feature of this program is that we bring the learning center to the industry," said Shirley Merlin, a professor of reading at James Madison who founded the center in 1989 and now directs its activities.

University administrators say the center builds on the campus's longstanding relationship with local industries, which recently helped finance a new building for the School of Business.

English as a 2d Language

"Our researcher showed the need very clearly," said Barbara Castello, vice president for sponsored research and external programs at the university. "There are people in the processing plants who are unable to read. That is O.K. for the jobs they're in, but to move to another position, they have to improve their literacy skills."

The van is staffed by six part-time teachers, two drivers who serve as teacher's aides, and several university students who are volunteers. The program trains up to eight workers at a time in three areas: English as a second language; adult basic education, which deals with skill levels up to the seventh grade; and tutoring in skills to prepare for a general equivalency diploma.

For Juanna Guerrero, a line worker at Rocco Enterprises Inc., a poultry processing company, the center is a ticket to independence in the workplace. "In my department nobody speaks Spanish, so it is hard for me," said Ms. Guerrero, who is 31 and came from Mexico to the United States seven years ago.

Ms. Guerrero said that when she started at Rocco Enterprises earlier this year, she had difficulty understanding supervisors' instructions Now, after three months in the program, she can not only understand those instructions but she can also ask questions in English.

Meladin Paterinski, a 27-year-old Bulgarian immigrant who is a line worker at WLR Foods Inc., said that because of the center, he now reads well enough to study American history.

Employers say they benefit, too Patricia May, director of public relations for Rocco, said that since the program began, the company has seen increases in morale, self-confidence and company loyalty.

The companies allow workers about four hours a week to partici-

Continued on Following Page

THE NEW YORK TIMES **CAMPUS LIFE** *SUNDAY, SEPTEMBER 8, 199*

James Madison

Continued From Preceding Page

pate in the program. Some companies pay the workers their hourly wages for all four hours in the van; others pay for half the training time.

About 28 percent of poultry industry employees are not fluent in English, industry representatives say. "They are good workers for the jobs they have," Professor Merlin said, "but to move up, they really need basic education." Most were attracted to the Harrisonburg area because of the abundance of low-skills jobs, the local employers say.

Patricia McLarty, who graduated from James Madison last year and teaches in the van two nights a week, suggested, for example, that "if they get to the point where they can converse in both languages, they will make great supervisors because there are so many Spanish-speaking people."

Professor Merlin began the mobile literacy program when she learned that the Federal Government was providing grants for such projects under the National Workplace Literacy Program. Professor Merlin was then at James Madison's Reading Center, which trains education students to teach reading.

Participating companies — Rocco Enterprises, Valley Blox, WLR Foods, Perdue Foods and Merck & Company Inc., a pharmaceutical concern — along with the Massanutten Vocational Technical Center, the Chamber of Commerce and the university, also help finance the center's annual $365,000 budget. The university pays a part of Professor Merlin's salary and provides office space, office furniture and an accountant.

Shirley Merlin, a professor of reading at James Madison University, working with Jesus Barajas, a laborer, in the Career Enhancement Center program. Classes are co intended to improve the many of whom do not

Education Van Gains Federal Grant

By LUCINDA SINCLAIR
News-Record Staff Writer

The huge, roving education center sponsored by James Madison University and area poultry industries is taking on new programs with the help of a federal grant.

Basic literacy training that has been done on the Mobile Learning Center will be moved to sites at Rocco and WLR Foods. Workers who speak little English will be given time off the production line to learn English on the van. The $365,221 grant will provide money for staffing and new materials.

"The poultry industry is recently seeing a much higher percentage of employees needing instruction in English as a Second Language — foreign language speakers who speak limited English," said Shirley Merlin, JMU professor of education and director of the project.

A unique feature of the mobile ESL program is that it teaches words and phrases that may only be used in the workplace as well as general English. Workers will learn safety and drug policies through the program. Many policies are written on a level above that of a high school graduate. Some employees are unable to understand them.

News-Record Photo by Allen Litten

Learning Center will benefit from federal grant.

Workers at Merck and a few other companies in the area will benefit from a different program; the training is workplace specific and provides assistance mostly in technical areas, Ms. Merlin said.

Merk's pilot program focused on advanced critical thinking, problem-solving and math.

"At Merck, their employees have adequate levels of education, but technology is changing," Ms. Merlin said. "For these people, it's mostly review and then applying it to the job."

A program at Valley Blox may focus on math related to building materials as well as some basic education.

"We can really fit the curriculum to meet the needs of the industry and the individual," Ms. Merlin said. "That's the beautiful part of the program."

Developing the work-specific programs requires a lot of staff time to examine each worker's job and develop a training to help with particular skills.

Most of the grant money will pay for the personnel time. The grant begins March 1 and runs through August of 1992.

A federal grant got the program started in January 1989. When another grant was not awarded, industries picked up the tab. JMU, Massanutten Technical Center's Dayton Learning Center, Merck, Perdue, Valley Blox, WLR and Rocco contributed $262,361 in donations and work-release time to keep the program alive.

"In order for companies to keep up with the economy, technology is really becoming part of the workplace," Ms. Merlin said. "We're doing what other large corporations are doing."

Career Enhancement Program offers Employees Personal and Professional Development as well as Career Advancement Opportunities!

Cathy Leach and Linda Hepner

As part of our ongoing commitment to employee involvement and development, Rocco is continuing its on-site educational programs. The Career Enhancement Program, now in its fourth year, is continuing to provide a means for employees to improve their skills. Twenty-six students passed their GEDs after studying in this special classroom, which is designed so each student may work at their own skill level.

Many of the graduates have expressed a desire to continue their education. Out of the twenty-six Rocco students who have passed their GED's, two in particular have advanced their careers by accepting promotions within Rocco.

Linda Hepner, Rocco Turkeys, enrolled in the program in October 1989. She was only enrolled for a short time, and passed her GED in December 1989. In January of 1990, she was promoted to a quality control technician. Linda was again promoted in December of 1991 to a production supervisor on the thigh line in boning.

She says, "I really enjoyed the program. If Rocco had not offered this opportunity, I'd still be in the sausage room. Without those classes, I would not have gone so far. I thought about going back to school for years, but never did. My supervisor, Gary Cobb, told me about the program and encouraged me to enroll. I guess I just needed that extra boost of confidence to go back to school."

Linda took a class in poultry management at Blue Ridge Community College in 1990. She has plans to take computer classes, as well as management classes in the future.

Another success story in the Career Enhancement Program is Cathy Leach. Discouraged by the difficulties of being hearing impaired in a school with large class sizes, Cathy did not finish high school.

Over the years, the frustration she experienced while in school made her hesitant to go back. With the help and encouragement of Sonja Mongold, Cathy enrolled in the Career Enhancement Program in 1988.

Working one-on-one with teacher Steve Sine helped Cathy to reach her goal. In the spring of 1989, after only nine months in the program, she received her GED. Four months later, Cathy was promoted from the position of leadperson to supervisor of the breast line, night shift.

When asked for her thoughts on the Career Enhancement Program, Cathy responded, "I think it's wonderful. It is one of the best programs that Rocco has and I would recommend it to anyone. Without this program, I would never have been promoted." Cathy also encourages, "If you have the chance, go, and stick with it. Only good will come out of it!"

While preparing for her GED, Cathy also took some classes at Massanutten Technical Center. In the future, she would like to take additional classes in supervision and public speaking.

PLM

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Agenda
Career Enhancement Program
Graduation Ceremony
Friday, December 4, 1992, 10:00 a.m.
Dayton Learning Center

Welcome

Patty May
Director of Public Relations, Rocco, Inc.

Remarks

Chip Christian
Vice President of Human Resources, RE

Career Enhancement Program Remarks

Dr. Shirley Merlin
Director Career Enhancement Program

Presentation of RFP Certificates

Beth Morris
EMT/Safety Coordinator

Kathy Custer
Linette Dellinger

Presentation of RFF Certificates

John Wolfe
Director of Human Resources, RFF

Troy Funk
Melissa Landis
Jose Reynoso
Mable Smoot
Timothy Yates

Presentation of RTVA Certificates

Sonja Mongold
Human Resources Specialist, RTVA

Carlos Flores
Juana Guerrero
James Knott
David Lagunas
Allen Long
Nolberto Luna
Edward McCray
David Obregon
Antonio Luna Quezada
Roma Raines
Pam Shifflett
Michael Smith
Jose Sosa
Sandra Turner
Jesus Barajas Zepeda

Wampler-Longacre Remarks

Jane Brookshire
Director of Human Resources, WLR Foods, Inc.

Remarks & Introduction of WLR Guests

Dave Wolf
Training & Education Coordinator,
WLR Foods, Inc.

Presentation of WLR Hinton Certificates

Jeb Powell
Division Manager of Human Resources,
WLT-VA

Sharon Atkins **Mary Lambert**
Steve Lambert **Delbert Lantz**
Bernardino Munoz **Janice Simmons**

Presentation of WLT Harrisonburg Certificates

Tim Runion
Plant Manager, WLT Harrisonburg

Linda Howell **Miladin Patarinski**
Mary Lee Rexrode

Remarks & Introduction

Pat Dellett
Career Enhancement Program Teacher

Benny Howdyshell

Presentation of WLC Certificates

Leonard Dunahoo
Human Resources Manager, WLC
Carolyn Lohr
Benefits Specialist, WLC

Granville Bare, Jr. **James Collier**
Kandy Freed **Larry Gainer**
Johnny Gordon **Sandra Kennedy**
Conrado Elias Perez **Saekkham Sitathammavong**
Alejandra Tlaxcala

Remarks & Presentation of Perdue Certificates

Steve Schwalb
Operation Manager, Perdue

Vickie Gill **Nancy Knight**
Terri Morris

Closing Remarks

Patty May
Director of Public Relations, RE

The News-Virginian
Waynesboro, Va. Saturday, October 31, 1992 11

Local/State

JMU Program's Mobile Unit Provides High-Tech Education

By TOM HOUFF
N-V Staff Writer

James Madison University displayed its Career Enhancement Program's mobile learning center yesterday outside the Wayne-Tex and Poly-Bond building.

Shirley Merlin, director of JMU's Career Enhancement Program, said Wayne-Tex and Poly-Bond are the first companies to invite the van to Waynesboro.

The demonstration project, sponsored by the U.S. Department of Education's National Workplace Literacy Program, has become popular among Rockingham County's industries, she said.

Companies are using more complex equipment which requires a higher level of reading, language and math skills, Ms. Merlin said.

"Companies are changing and upgrading machinery," she said. "Employees need to improve work related skills or the companies may leave."

The program's computer-assisted classes are tailored to the individual and the company's needs. With the invitation of a company, the van equipped with five computers, a VCR and a tape recorder usually visits a site for two hours, twice a week.

The van can accommodate up to 12 students at once, Ms. Merlin said.

"We're a very individualized program," she said. "The employees learn at their own pace."

Martha Carper, also of JMU's Career Enhancement Program, said it offers elementary through college level courses.

"A supervisor may need to improve report-writing skills. It all depends on the goal of the worker," Ms. Carper said. "It's (the program) also designed to build self-confidence and problem-solving skills."

Other skills require refresher courses because specific skills aren't used often, like chemistry, Ms. Merlin said.

Phoebe Knight, human resource manager for Wayne-Tex and Poly-Bond, said mostly managers will look at the mobile class during the van's first visit.

Ms. Knight described how her companies may use the learning lab.

"Our companies are moving towards personal computer usage in manufacturing," she said. "For instance, all the shipping instructions for goods are done with a computer."

Many of the Rockingham County based companies plan to help JMU and the Massanutten Technical Center continue the program once funding for the demonstration period ends Dec. 1, Ms. Merlin said.

"I know the need (for adult education) is out there," she said.

Students are also taught programs in Adult Basic Education in preparation for the General Educational Development (GED) exam, Ms. Merlin said.

A Classy Van

Shirley Merlin (foreground) and Martha Carper of James Madison University's adult education program practice their computer skills in the mobile classroom van. The van is part of a program designed to teach a company's employees the skills to improve their job performance.

(N-V Photo by Tom Houff)

Fidel Castro became prime minister of Cuba in 1959.

BRCC Schedules SAT Preparation Classes

WEYERS CAVE -- Two classes to prepare students for the Scholastic Aptitude Test (SAT) will be held at the Waynesboro Center of Blue Ridge Community College.

The sessions will be held from 9 a.m. to noon on Nov. 14 and 21.

To register, call Mal Livick at the Waynesboro Center (942 2722) or the BRCC Center for Training and Development at 234 9261, 885 5960 or 949 0269, extension 216.

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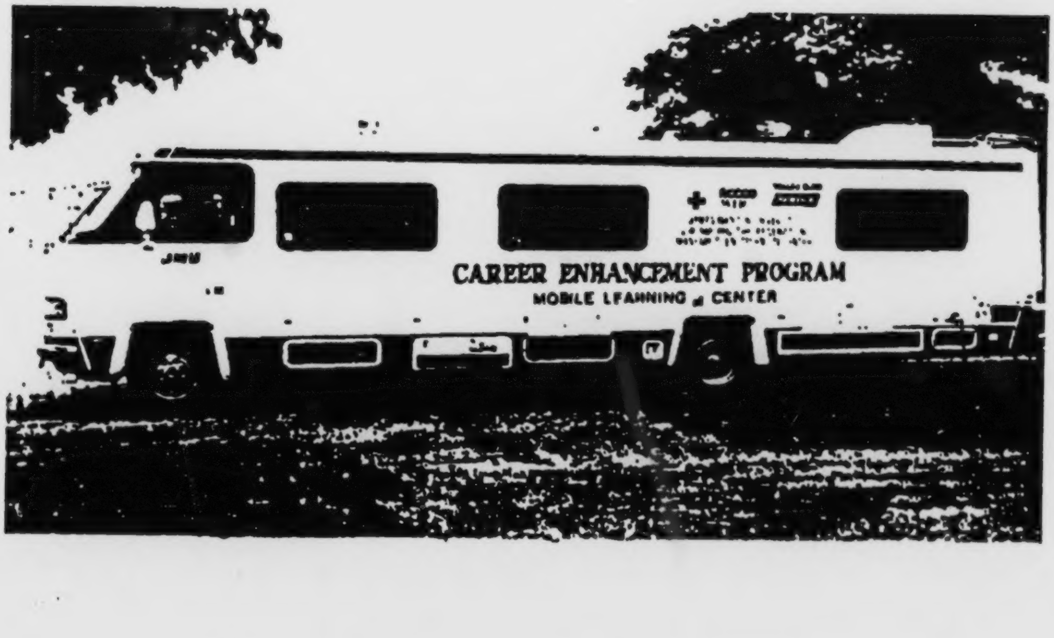
WORKPLACE LITERACY CURRICULUM

CAREER ENHANCEMENT PROGRAM

JAMES MADISON UNIVERSITY
HARRISONBURG, VIRGINIA


JMU
CAREER ENHANCEMENT PROGRAM
MOBILE LEARNING CENTER

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WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

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    C. Safety Curriculum

    D. Language Experience Curriculum

    E. Math Curriculum

IV. WLR Foods, Inc.

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    B. Drug and Alcohol Policy Curriculum

    C. Safety Curriculum

    D. Language Experience Curriculum

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WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

SECTION I
VALLEY BLOX, INC.

Curriculum Authors:
Deanna K. Benavides
Linda W. Gnagey
Patricia A. Martin

Project Director:
Dr. Shirley B. Merlin

Career Enhancement Program
James Madison University
Harrisonburg, Virginia

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ACKNOWLEDGEMENTS

This curriculum is a product of the Career Enhancement Program's participation in a Workplace Literacy Partnership with Valley Blox, Inc., Harrisonburg, Virginia. The objectives contained within these materials are based on the structure of the U.S. Basics' Comprehensive Competencies Program (CCP). Special thanks go to the employees and the supervising personnel of Valley Blox who helped to identify company materials and skills needed for Valley Blox employees to be informed and productive workers. Additional thanks go to the workplace teachers who provided valuable feedback as they taught from initial drafts.

Career Enhancement Program
James Madison University
Harrisonburg, Virginia

Valley Blox, Inc. Workplace Math Curriculum

Key: - (began practicing), + (can do well), NC (not covered)

Module CCP Competency	Materials	Basic Skills (The skills correspond to the unit's instruction and exercises.)	Progress
I. Fractions 1.2.1.1.	Valley Blox Workplace Math Curriculum, Section I, Unit I	a. - identify numerator, denominator of fractions;	__________
		- write fractions/parts of whole numbers from diagrams	__________
		b. identify fractions using halves, fourths, eighths and sixteenths on a ruler	__________
		c. convert between fractions and mixed numbers	__________
		d. find equivalent fractions with named denominators	__________
II. Measurement 1.2.1.2.	Valley Blox Workplace Math Curriculum, Section I, Unit II	e. - write measurements to 1/16 inch after using a ruler to measure objects	__________
		- use abbreviations and symbols for standard units of measurement	__________
		f. - add and subtract like units of measurements	__________
		- solve word problems using like units of measurements	__________
		g. convert from one unit of measurement to another	__________
III. Board Feet 1.2.1.2.	Valley Blox Workplace Math Curriculum, Section II, Unit: Board Feet	h. calculate board feet of lumber from given measurements	__________
IV. Beginning Geometry 1.3.1.2.	Valley Blox Workplace Math Curriculum, Section II, Unit: Geometry Problems	i. solve word problems requiring use of common geometric formulas	__________
V. Two Step Word Problems 1.3.1.2.	Valley Blox Workplace Math Curriculum, Section II, Unit: Two Step Word Problems	j. solve word problems requiring two steps	__________
VI. Beginning Algebra 1.3.1.2.	Valley Blox Workplace Math Curriculum, Section II, Unit: Algebra Problems	k. solve word problems requiring simple algebraic equations	__________

Employee ___________________ Teacher ___________________ Date began ________ Date completed ________

WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

SECTION I
VALLEY BLOX, INC.

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DRAFT - CONFIDENTIAL

VALLEY BLOX, INC.
WORKPLACE MATH CURRICULUM

INTRODUCTION

The Valley Blox Workplace Math Curriculum is based on actual workplace situations and tasks in order to (1) capture the learner's attention and interest and (2) provide ease in transfer of new knowledge to work on the job at Valley Blox. The workplace curriculum allows the learner to relate new skills to knowledge and skills already possessed and to transfer learning from the classroom to situations and tasks at Valley Blox. The close connection between "classroom work" and "on-the-job work" brings a relevance to learning which may enhance motivation and skill development in the classroom. This close connection may also improve the worker's motivation and self-image as well as his or her performance at Valley Blox.

The math skills and sample problems included in this curriculum are based on skills helpful and/or necessary to complete tasks performed at all of the divisions of Valley Blox, Inc.

OBJECTIVES

SECTION I.
Unit I. Fractions

The behavioral objectives are:

1. to demonstrate knowledge of fractions as parts of whole, including the terms NUMERATOR, DENOMINATOR, MIXED NUMBER, EQUIVALENT FRACTION, LEAST COMMON DENOMINATOR and MULTIPLE.
2. to identify mixed numbers and to convert between improper fractions and mixed numbers.
3. to find equivalent fractions for fractions.
4. to find least common denominators for fractions.

The CCP Competencies included are:

1.	Level	1.2.1.1:	Fractions
2.	Level	1.3.1.1:	Primary GED
	Unit	1.3.1.1.1:	Review of Basics
3.	Level	1.3.1.1:	Primary GED
	Unit	1.3.1.1.2:	Word Problems
	Lesson	1.3.1.1.2.1:	Fraction Word Problems

Unit II. Measurement

The behavioral objectives are:

1. to demonstrate knowledge of the United States system of linear measurement, including STANDARD UNITS OF MEASUREMENT, ABBREVIATIONS, SYMBOLS and EQUIVALENTS.
2. to add and subtract linear measurements down to 1/16".
3. to convert between inches, feet and yards.
4. to interpret and solve measurement word problems.

The CCP Competencies included are:

1.	Level	1.2.1.2:	Measurement
	Unit	1.2.1.2.1:	Linear Measurement
2.	Level	1.3.1.1:	Primary GED
	Unit	1.3.1.1.1:	Review of Basics

SECTION II.

Unit: Board Feet

The behavioral objectives are:

1. to demonstrate knowledge of the use and calculation of BOARD FEET.
2. to interpret and solve board feet word problems.

The CCP Competencies included are:

Level	1.3.1.1:	Primary GED
Unit	1.3.1.1.2.:	Word Problems

Unit: Geometry Problems

The behavioral objectives are:

1. to demonstrate use of common geometric formulas (area, perimeter and circumference) for squares, rectangles and circles.
2. to interpret and solve word problems requiring use of common geometric formulas (area, perimeter and circumference) for squares, rectangles and circles.

The CCP Competencies included are:

Level	1.3.1.2:	Comprehensive GED
Unit	1.3.1.2.2.:	Geometry

Unit: Two Step Word Problems

The behavioral objective is:

to solve word problems requiring two steps.

The CCP Competencies included are:

Level	1.3.1.1.:	Primary GED
Unit	1.3.1.1.2.:	Word Problems

Unit: Algebra Problems

The behavioral objective is:

to solve word problems requiring simple algebraic equations.

The CCP Competencies included are:

Level	1.3.1.2.:	Comprehensive GED
Unit	1.3.1.2.1.:	Algebra

MATERIALS

The Valley Blox Workplace Math Curriculum includes two sections. The first section teaches sequential skill development in specific areas of math necessary for work on the job at Valley Blox. These areas (for example: fractions, measurement) correspond directly to skills taught in the Adult Basic Education program. The Valley Blox curriculum can be used for instruction and/or review and extension of the A.B.E. curriculum.

The second section provides sample math problems which correspond to the kinds of situations and tasks found on the job at Valley Blox. All of these problem areas are directly related to several areas of math instruction from the A.B.E. and the G.E.D. programs and so provide relevant extension/practice of basic skills taught. Instruction is included in several problem areas. For example, in the problem area entitled "Board Feet," direct instruction concerning definitions and calculations of board feet is given.

Both sections of the Valley Blox Workplace Math Curriculum are in written form.

LEARNING ACTIVITIES

Section one of the Valley Blox Workplace Math Curriculum has units of sequential skills instruction with practice exercises following the introduction of each new skill. Section two has units of specific kinds of problems with instruction included in several units.

If a learner's reading skills are adequate, the learner may work through each unit independently. Readability averages are listed on the following pages for sections one and two. It may be necessary for the teacher to read or aid in the reading of the instructions.

Both sections have detailed answer keys for individual evaluation. The keys not only provide the "correct answers" but also provide a review in instruction as the sequence of problem-solving is provided.

Readabilities for: VALLEY BLOX MATH, SECTION I.

Readability Formula	Sample Number						Average
	1	2	3	4	5	6	
SPACHE	3.8	2.1	2.5				2.8
DALE-CHALL7.4	7.8	4	: Invalid				
FRY	6	1	3				3
FLESCH	84	101	90				91
RAYGOR	7	3	3				4
FOG	7	3	7				6
SMOG - 8.4	3.0	3	:				

Readabilities for: VALLEY BLOX MATH, SECTION II.

Readability Formula	Sample Number 1	2	3	4	5	6	Average
SPACHE	3.5	3.7	2.8				3.3
DALE-CHALL	8.0	8.2	7.2				7.8
FRY	4	4	5				4
FLESCH	91	89	84				88
RAYGOR	6	4	6				5
FOG	8	8	7				8
SMOG	8.4	3.0	3.0				4.8

SUMMARY OF READABILITIES

Readability levels of the workplace math curriculum materials were calculated using seven formulas by the Britannica Computer Based Learning software program.

The readability shows a range of reading levels from third to sixth grades for Section I. and fourth to eighth grades for Section II. The Flesch formula lists both sections in the easy to very easy category of readability.

EXTENSION OF LEARNING

Two processes for extending learning in the skill areas covered in the Valley Blox Workplace Math Curriculum are:

1. Students may bring actual problems from the workplace which correspond to practice problems to the classroom setting.

2. Students may create practice problems of their own which correspond to areas of instruction.

In either of the above processes, students may work individually or in pairs to do the actual or created problems.

EVALUATION

Evaluation plays an integral role in the Valley Blox Workplace Math Curriculum units as it provides feedback concerning the learner's progress in meeting his or her learning goals and feedback concerning the worker's progress in meeting Valley Blox's goals for performance in job-role tasks. Evaluation additionally gives information to the instructor and the curriculum writer concerning adjustments to the instruction and/or the curriculum which may be needed to meet these goals.

The two areas of evaluation included in each Valley Blox Workplace Math Curriculum unit are:

1. Evaluation of skill development for each learner by:
    a. practice exercises
    b. post-test
    c. supervisor feedback form

2. Evaluation of the unit, concerning:
    a. unit clarity and continuity
    b. unit relevance to workplace tasks

The specific exercises and forms mentioned above are necessary for documentation of mastery of skills, but informal ongoing evaluation is necessary as well for the learner, instructor and curriculum writer.

VALLEY BLOX, INC.
WORKPLACE MATH CURRICULUM

UNIT EVALUATION

You have recently completed a unit of math instruction from the Career Enhancement Workplace Math Curriculum.

Please fill in each blank with a number from 1 to 5:
5-definitely, 4-most of the time, 3-some of the time,
2-seldom, 1-never.

_____ I learned something new after completing the workplace math curriculum unit.

_____ I learned something new which will help me in my work at Valley Blox after completing the workplace math curriculum unit.

_____ I enjoyed the workplace math curriculum unit which I completed.

_____ The workplace math curriculum which I completed had instruction which related to work I do at Valley Blox.

_____ I have or will encourage others to consider the Career Enhancement Program option which uses workplace math curriculum.

Could you list situations and problems you have on the job which you would like future instruction in?

____

____

____

____

____

____

VALLEY BLOX, INC.
WORKPLACE MATH CURRICULUM

SUPERVISOR FEEDBACK FORM

Valley Blox employee, ______________________________, has completed a unit of math instruction from the Career Enhancement Workplace Math Curriculum.

From your perspective as this employee's supervisor, please fill in each blank with a number from 1 to 5: 5-definitely, 4-most of the time, 3-some of the time, 2-seldom, 1-never.

_____ The employee's work attitudes and motivation have benefited in recent weeks following the instruction of workplace math curriculum.

_____ The employee's work performance has benefited in recent weeks following the instruction of workplace math curriculum.

_____ The employee has talked positively about the instruction from the workplace math curriculum.

_____ The employee has encouraged others to consider the Career Enhancement Program option which uses workplace math curriculum.

From your knowledge of the employee's job tasks and situations, could you list specific kinds of problems which would be helpful for your employee(s) to receive future instruction in.

____

____

____

____

____

____

VALLEY BLOX, INC.
MATH CURRICULUM
SECTION I.

PRETEST

1. Change the mixed fraction 2 1/2 to an "improper fraction" with 2 in the denominator.

2. Change the "improper fraction" 9/8 to a mixed fraction.

3. Change the fraction 1/3 to an equivalent fraction with 6 as a denominator.

4. Add 6 feet 4 1/4 inches and 3 feet 3/4 inches.

5. How many inches does 1 yard 2 feet 3 inches equal?

VALLEY BLOX, INC.
MATH CURRICULUM

I. FRACTIONS

FRACTIONS are a part of your life at home and at your work at Valley Blox. When you divide a pizza into 8 equal parts, you are making fractions. When you use a 1/3 measuring cup or a 1/2 teaspoon measure while cooking, you are using fractions.

Work at Valley Blox depends on knowledge of fractions as well. Whether you are adding 2 measurements of board length or working with 1/2 inch nuts and bolts, you are using fractions.

****

*** Fractions are written with numbers above and below a line. To read a fraction, you read the top number and then you read the value of the bottom number.

1/2 is read one-half
1/3 is read one-third
1/4 is read one-fourth
1/5 is read one-fifth
1/6 is read one-sixth

The bottom number of a fraction shows how many equal parts make up the whole. The top number shows how many parts are being used in the fraction. If the numbers on the top and the bottom are the same, you have 1 whole. For example, 3/3 equals 1 and 4/4 equals 1 whole.

The top number of a fraction is called the NUMERATOR and the bottom number of a fraction is called the DENOMINATOR.

Do Exercise A.

*** One place where you see fractions at Valley Blox is in the use of a ruler or tape measure. Almost all rulers are divided into halves, fourths, eighths and sixteenths.

Notice on a ruler that 1/2 inch and 1/2 inch equals 1.
1/4 inch and 1/4 inch equals 1/2
1/8 inch and 1/8 inch equals 1/4
1/16 inch and 1/16 inch equals 1/8

Do Exercise B.

*** A MIXED NUMBER is a whole number and a fraction together. When you are working with fractions, as in measuring, you often use mixed numbers. For example, when you measure a board that is 18 1/2 inches, 18 1/2 is a mixed number. As you add or subtract with mixed numbers, you may need to change mixed numbers into fractions, fractions into mixed numbers or you may need to change one mixed number into a more useful mixed number.

Do Exercise C.

*** Often when you work with a fraction, you need to change that fraction into an EQUIVALENT FRACTION so that when you work with 2 different fractions, you are working with fractions with the same denominator.

FINDING EQUIVALENT FRACTIONS. . .

Multiply the numerator and the denominator of a fraction by the same number (not zero).

For example, 1/2 equals 2/4 because the numerator and the denominator were each multiplied by 2. 1/2 also equals 3/6 because the numerator and the denominator were each multipled by 3.

Do Exercise D.

*** How do you know what denominator to use for the fractions you are working with? To find the same denominator for 2 or more fractions that you are working with, you need to find the LEAST COMMON DENOMINATOR for the fractions. After you find the least common denominator, then you can write equivalent fractions that have the same denominator.

FINDING THE LEAST COMMON DENOMINATOR. . .

Look at the example of finding the least common denominator for 1/2 and 1/3. List several MULTIPLES of each denominator.

Multiples of 2: 2, 4, 6, 8
Multiples of 3: 3, 6, 9, 12

Find the smallest number that appears on both lists. That number is 6.

Now, find equivalent fractions for 1/2 and for 1/3 that have the common denominator of 6. You will multiply both the numerator and denominator of 1/2 by 3 and you will multiple both the numerator and denominator of 1/3 by 2.

1/2 = 3/6 and 1/3 = 2/6

Do Exercise E.

VALLEY BLOX, INC.
MATH EXERCISES

I. FRACTIONS

Exercise A.

1. Draw a square.
   Divide the square into 3 equal parts.
   Shade in 1 part.
   The part you shaded in is 1/3 of the square.

2. Draw a circle.
   Divide the circle into 4 equal parts.
   Shade in 3 parts.
   The part you shaded in is 3/4 of the circle.

3. Draw a circle.
   Divide the circle into 8 equal parts.
   Shade in 3 parts.
   What fraction of the circle is shaded in? ___________

   What fraction of the circle is not shaded in? ___________

4. Draw a square.
   Divide the square into 4 equal parts.
   Shade in 1 part.
   What fraction of the square is shaded in? ___________

   What fraction of the square is not shaded in? ___________

Exercise B.
Needed: ruler or tape measure

Draw a line that is 3 inches long.

- Mark off 1 inch, 2 inches and 3 inches with up and down lines.

- Mark off 1/2 inch marks along the line. (shorter than the marks you just made)

- Mark off 1/4 inch marks along the line. (a bit shorter than the marks for 1/2 inch)

- Mark off 1/8 inch marks along the line. (a bit shorter than the marks for 1/4 inch)

- Mark off 1/16 inch marks along the line. (a bit shorter than the marks for 1/8 inch)

- Put a * above 1 1/2 inches.

- Put a + above 2 1/4 inches.

- Put a ^ above 3/8 inches.

Exercise C.
Needed: ruler or tape measure

Note that 1 1/2 inch is equal to 3/2 inch because 1 is equal to 2/2 so 2/2 + 1/2 = 3/2. You will have more practice adding fractions later, but for now use your ruler or tape measure to answer the following.

(Change to "improper fractions":)

1. 2 1/4 = _____/4

2. 3 1/2 = _____/2

3. 1 3/8 = _____/8

4. 2 3/4 = _____/4

(Change to "mixed numbers":)

5. 5/4 = 1 _____

6. 19/8 = 2 _____

7. 7/2 = __________

(Change to more useful mixed numbers:)

8. 2 3/2 = 3 _____

9. 5 9/8 = __________

10. 3 7/4 = __________

Exercise D.

Change the following fractions to equivalent fractions with the denominators mentioned.

1. 1/2 = _____/4, _____/6, _____/8, _____/10, _____/16

2. 1/4 = _____/8, _____/12, _____/16

3. 2/3 = _____/6

4. 5/8 = _____/16

Exercise E.

What is the least common denominator for the following fractions?

1. 1/2, 1/4 _____

2. 1/3, 1/4 _____

3. 5/8, 1/2 _____

4. 2/3, 1/8 _____

5. 3/4, 3/8 _____

Use the least common denominator of the following fractions to write equivalent fractions.

6. 3/4, 1/6 __________, __________

7. 1/3, 1/4 __________, __________

8. 2/3, 1/2 __________, __________

9. 3/5, 1/2 __________, __________

10. 3/8, 2/3 __________, __________

VALLEY BLOX, INC.
MATH CURRICULUM
SECTION I.

POST-TEST

1. Use the least common denominator of the following fractions to write equivalent fractions.

   a. 1/3, 1/2 __________, __________

   b. 3/4, 2/3 __________, __________

2. Add the following measurements.

   a. 4 feet 2 1/8 inches
   +2 feet 3 5/8 inches

   b. 1 foot 9 3/16 inches
   +5 feet 2 4/16 inches

3. How many inches does 2 yards 1 foot 7 inches equal?

VALLEY BLOX, INC.
MATH KEY

I. FRACTIONS

Exercise A.
Exercise B.
use teacher discretion to check

Exercise C.
1. 9/4
2. 7/2
3. 11/8
4. 11/4

5. 1 1/4
6. 2 3/8
7. 3 1/2

8. 3 1/2
9. 6 1/8
10. 4 3/4

Exercise D.
1. 1/2 = 2/4, 3/6, 4/8, 5/10, 8/16
2. 1/4 = 2/8, 3/12, 4/16
3. 2/3 = 4/6
4. 5/8 = 10/16

Exercise E.
1. 4
2. 12
3. 8
4. 24
5. 8

VALLEY BLOX, INC.
MATH CURRICULUM

II. MEASUREMENT

Each day that you go to work at Valley Blox, you use MEASUREMENT. When you drive to work, do you notice how fast your car is going? Speed - miles/hour - is MEASUREMENT. Do you notice what time it is when you take a break or have lunch? Do you know how many hours and minutes you've worked when you punch your time clock? Time is MEASUREMENT. Do you use a ruler or some kind of tape measure at work? Using feet and inches is using MEASUREMENT.

You probably use some kind of measurement at home every day also. When you measure the height of your children, you are measuring. When you use a recipe with cups and teaspoons, you are measuring. When you step on the bathroom scales, you are measuring. When you find the size of a room to buy carpet, you are measuring.

Valley Blox depends on exact measurement in each of its four divisions. Maybe your work is helping to make a precast pipe for Americast or maybe you help to make floor trusses at Skyline Building Systems. Everyday you are using MEASUREMENT on the job.

****

*** At Valley Blox it is important to measure lengths exactly. We use STANDARD UNITS OF MEASUREMENTS when we need to measure exactly. These standard units are understood by everyone who uses them.

An inch is a standard unit of measurement.
A foot is a standard unit of measurement.
A yard is a standard unit of measurement.
A mile is a standard unit of measurement.

*** It is important to know ABBREVIATIONS and SYMBOLS for units of measurement.

When you write 1 inch, you may write 1 in. or 1".
When you write 1 foot, you may write 1 ft. or 1'.
When you write 1 yard, you may write 1 yd.
When you write 1 mile, you may write 1 mi.

in., ft., yd., and mi. are ABBREVIATIONS.
" and ' are SYMBOLS for inch and foot.

Abbreviations and symbols are useful because they save time and space. They make it easier for you to understand directions quickly.

*** It's also important to know the EQUIVALENTS of units of measurement.

12 inches is the same as 1 foot.
3 feet is the same as 1 yard.
5280 feet is the same as 1 mile.

Equivalents are useful because when you work with more than 1 measurement, you may need to change the measurements to the same unit. Another time equivalents are useful is when you add measurements together, you may get a very large measurement which is hard to use. You may want to change to a different unit which will give you a smaller number to work with.

For example, maybe you need to get 1 board that is the same length as 3 boards put together which are each 16 inches long. When you add the lengths of 3 boards, you find that you need 1 board that is 48 inches long. If you change 48 inches into feet, you find that you need a board that is 4 feet long. Four feet is easier to work with than 48 inches.

*** Rulers and tape measures are used to measure length. They are marked off into inches and feet. Sometimes a more exact measurement is needed, so you use the marks that indicate 1/2 inch, 1/4 inch, 1/8 inch, 1/16 inch.

Do Exercise A.

In your work with measurement, you may need to add or subtract measurements. You add or subtract fractions of an inch in the same way you add or subtract other kinds of fractions. It is important to add or subtract like units of measurement. (inches + inches; feet + feet; etc.)

Do Exercise B.

It is important to know how to change from one unit of measurement to another. Anytime 12 or more inches is mentioned, any 12 inches can be changed to 1 foot. Anytime 3 or more feet is mentioned, any 3 feet can be changed to 1 yard. Likewise, 1 foot can be changed to 12 inches and 1 yard can be changed to 3 feet or to 36 inches.

For example: 16 inches = 1 foot, 4 inches
5 feet = 1 yard, 2 feet
2 feet, 2 inches = 26 inches
2 yards, 1 feet = 7 feet

Do Exercise C.

VALLEY BLOX, INC.
MATH EXERCISES

II. MEASUREMENT

Exercise A.
Needed: ruler or tape measure

Use a ruler or tape measure to measure 5 objects around you. Write the name of each item and the length of the item on the lines below. Measure exactly, using the smallest line on your ruler or tape measure!

OBJECT	MEASUREMENT
1____________________	________________
2____________________	________________
3____________________	________________
4____________________	________________
5____________________	________________

Exercise B.

1. You have 2 pieces of lumber.
One is 5 feet and 2 inches.
The other is 3 feet and 4 inches.
How long are the 2 pieces put together?

   5 feet 2 inches
   + 3 feet 4 inches
   feet inches

2. 2 ft. 4 1/2 in.
   + 2 ft. 7 in.

3. You need 12 feet 8 inches of molding for a room. You already have 7 feet 6 inches of molding. How much more molding do you need to buy?

   12 feet 8 inches
   - 7 feet 6 inches
   feet inches

4. 6 ft. 9 1/2 in.
   - 4 ft. 5 in.

5. After you find the answer below, you may want to change some of the inches into another foot.

   3 feet 6 inches
   + 1 foot 8 inches

6. Before you begin this problem, you may want to change 4 feet 7 inches into 3 feet __________ inches.

    4 feet 7 inches
  - 2 feet 9 inches

7. Jane wants to build 2 shelves. One shelf will be 4 feet 3 inches and the other will be 4 feet 6 inches. If she buys 1 length of wood for both shelves, how long will that length of wood be?

8. Tim needs 10 feet 9 inches of molding for one room he is remodelling. He needs 12 feet 3 inches of molding for another room. How many feet of molding should he buy?

9. 6 feet 6 1/4 inches
  + 2 feet 3 1/4 inches

10. 7 feet 2 1/8 inches
  + 5 feet 4 3/8 inches

11. 1 foot 9 1/8 inches
  + 2 feet 2 5/8 inches

12. 8 feet 5 1/16 inches
  + 3 feet 5 3/16 inches

13. 5 feet 1 1/2 inches
  + 4 feet 3 1/2 inches

14. 14 feet 8 3/8 inches
  - 7 feet 4 1/8 inches

15. 10 feet 5 7/16 inches
  - 6 feet 3 4/16 inches

16. 9 feet 11 5/8 inches
  - 8 feet 2 3/8 inches

17. 12 feet 4 1/2 inches
- 10 feet 2 1/2 inches

18. 4 feet 2-5/8 inches
- 2 feet 2 3/8 inches

19. Ruth is building a fence and needs 3 lengths of wood: 4 feet 5 1/2 inches, 2 feet 2 1/2 inches and 2 feet 2 inches. What is the total length of the wood she needs?

20. Jim needs 6 feet 6 inches of plywood. He already has 4 feet 4 1/2 inches of wood. How much more plywood does he need to buy?

Exercise C.

1. 7 feet 14 inches equals __8__ feet _____ inches
2. 3 feet 15 inches equals __4__ feet _____ inches
3. 120 inches equals _____ feet
4. 72 inches equals _____ feet
5. 64 inches equals _____ feet _____ inches
6. 29 inches equals _____ feet _____ inches
7. 3 feet 3 inches equals _____ inches
8. 1 foot 10 inches equals _____ inches
9. 1 yard 2 feet equals _____ feet
10. 8 yards equals _____ feet

II. MEASUREMENT

Exercise A.
use teacher discretion to check

Exercise B.
1. 8 feet 6 inches
2. 4 ft. 11 1/2 in.
3. 5 feet 2 inches
4. 2 ft. 4 1/2 in.
5. 4 feet 14 inches = 5 feet 2 inches
6. 4 feet 7 inches = 3 feet 19 inches
   answer: 1 foot 10 inches
7. 8 feet 9 inches
8. 22 feet 12 inches = 23 feet
9. 8 feet 9 1/2 inches
10. 12 feet 6 4/8 inches (or 6 1/2 inches)
11. 3 feet 11 6/8 inches (or 11 3/4 inches)
12. 11 feet 10 4/16 inches (or 10 1/4 inches)
13. 9 feet 4 2/2 inches (or 5 inches)
14. 7 feet 4 2/8 inches (or 4 1/4 inches)
15. 4 feet 2 3/16 inches
16. 1 foot 9 2/8 inches (or 9 1/4 inches)
17. 2 feet 2 inches
18. 2 feet 2/8 inches (or 1/4 inch)
19. 8 feet 9 2/2 inches (or 10 inches)
20. 2 feet 1 1/2 inches

Exercise C.
1. 8 feet 2 inches
2. 4 feet 3 inches
3. 10 feet
4. 6 feet
5. 5 feet 4 inches
6. 2 feet 5 inches
7. 39 inches
8. 22 inches
9. 5 feet
10. 24 feet

PRETEST

1. 2 1/2 = 5/2

2. 9/8 = 1 1/8

3. 1/3 = 2/6

4. 6 feet 4 1/4 inches
+3 feet 3 3/4 inches
9 feet 7 4/4 inches or 9 feet 8 inches

5. 1 yard = 3 feet = 36 inches
2 feet = 24 inches
3 inches = 3 inches
63 inches

POST-TEST

1. a. 1/3, 1/2 2/6, 3/6

b. 3/4, 2/3 9/12, 8/12

2. a. 4 feet 2 1/8 inches
+2 feet 3 5/8 inches
6 feet 5 6/8 inches or 6 feet 5 3/4 inches

b. 1 foot 9 3/16 inches
+5 feet 2 4/16 inches
6 feet 11 7/16 inches

3. 2 yards = 6 feet = 72 inches
1 foot = 12 inches
7 inches = 7 inches
91 inches

SUPPLEMENTAL MATERIALS TO JOB-PLACE CURRICULUM

VALLEY BLOX MATH CURRICULUM

Measurement Unit:

Programmed Math for Adults, Book 8, Measurements, Phoenix Learning Resources

Programmed Math for Adults, Book 9, Consumer Math, Phoenix Learning Resources; pp. 38-41

Fractions Unit:

Job Corps Math Program for Adults, Book 5 A/B, Addition and Subtraction of Fractions, Phoenix Learning Resources

Programmed Math for Adults, Book 6, Fractions, Phoenix Learning Resources

Essential Mathematics for Life: Decimals and Fractions, Third Edition, Scott, Foresman and Co.; Part 2: Fractions

Scott, Foresman Pre-GED Mathematics Skills; Part B

Scott, Foresman Springboard for Passing the G.E.D. Mathematics Test; Lessons 12-14

VALLEY BLOX MATH PROBLEMS
SECTION II.
Unit: BOARD FEET

Lumber is priced by the board foot, rough size. A board foot is the volume of a piece of wood 1" thick by 12" by 12" (or 144 in.^{3}). These measurements are taken before the wood is dried and dressed.

One way to calculate how many board feet of lumber are being ordered is to calculate the number of cubic inches in your order and divide by 144.

For example, suppose someone orders two 2" X 4" pieces of wood, each 6 feet long. How many board feet are ordered?

- Convert the 6 feet to 72" so all your measurements are in inches.
- Then, multiply 2" by 4" by 72" to find the cubic inches. You will have 576 in.^{3}.
- Multiply this by 2 because two pieces of wood are ordered. The total volume of wood ordered (before it is dried and dressed) is 1152 in.^{3}.
- Divide 1152 by 144 and you will find that 8 board feet of lumber are ordered.

It is important to remember that the dimensions of the wood ordered (in standard sizes) do not equal the actual dimensions of wood which will be delivered. The lumber delivered once measured the dimensions ordered, but that was before it was dried and finished.

For example, note the differences on the following chart:

Standard Size (in inches)	Actual Size (in inches)
1 X 4	3/4 X 3 1/2
2 X 4	1 1/2 X 3 1/2
4 X 4	3 1/2 X 3 1/2
4 X 8	3 1/2 X 7 1/4

Lumber is paid for by the board foot, calculated from the dimensions ordered (the standard sizes) rather than from the actual sizes of the wood.

Do the exercises on the following page to practice converting orders of lumber to board feet.

VALLEY BLOX MATH PROBLEMS

BOARD FEET

Exercise 1

Order: 12 feet of 2" X 6" lumber

Board feet: ____________________

****

Exercise 2

Order: 120 feet of 2" X 6" lumber

Board feet: ____________________

****

Exercise 3

Order: 12 feet of 1" X 10" lumber

Board feet: ____________________

****

Exercise 4

Order: 2 pieces of lumber, each 6 feet long, 2" X 4"

Board feet: ____________________

****

Exercise 5

Order: 4 pieces of lumber, each 6 feet long, 1" X 4"

Board feet: ____________________

VALLEY BLOX MATH PROBLEMS
KEY
BOARD FEET

Exercise 1
Order: 12 feet of 2" X 6" lumber
Board feet: (12 feet = 144")

$$\frac{144'' \times 2'' \times 6''}{144} = 12 \text{ board feet}$$

****

Exercise 2
Order: 120 feet of 2" X 6" lumber
Board feet: (120 feet = 1440")

$$\frac{1440'' \times 2'' \times 6''}{144} = 120 \text{ board feet}$$

****

Exercise 3
Order: 12 feet of 1" X 10" lumber
Board feet: (12 feet = 144")

$$\frac{144'' \times 1'' \times 10''}{144} = 10 \text{ board feet}$$

****

Exercise 4
Order: 2 pieces of lumber, each 6 feet long, 2" X 4"
Board feet: (6 feet = 72")

$$\frac{2 \times 72'' \times 2'' \times 4''}{144} = 8 \text{ board feet}$$

****

Exercise 5
Order: 4 pieces of lumber, each 6 feet, 1" X 4"
Board feet: (6 feet = 72")

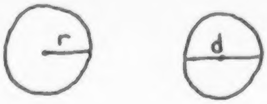
$$\frac{4 \times 72'' \times 1'' \times 4''}{144} = 8 \text{ board feet}$$

VALLEY BLOX MATH PROBLEMS
SECTION II.
Unit: GEOMETRY PROBLEMS

Common Geometry Formulas

Circle:

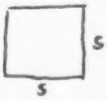
r = radius
d = diameter
$\pi = 3.14$



Area = $\pi \times r \times r = \pi \times r^2$
Circumference = $\pi \times d$
$(d = 2r)$

Square:

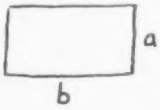
s = side



Area = $s \times s = s^2$
Perimeter = $4s$

Rectangle:

a and b are the sides of the rectangle



Area = ab
Perimeter= $2(a+b)$

Hints to Solving Problems

1. Make a drawing. Label the known information.
2. Choose the formula needed for the problem.
3. Estimate the answer and compare with the answer found.
4. Check all calculations a second time.

Problems - Set I.

1. A circular shaped flower garden has a diameter of 12 feet. How many feet of fencing are needed to go around the garden?

2. How much wooden flooring is needed to cover a rectangular floor that measures 9′ by 12.5′?

3. One side of a square parking lot measures 60 feet. What is the area to be resurfaced to cover the lot?

4. How much framing is needed for a mirror with dimensions of 16 1/2 inches by 22 1/2 inches?

5. A bandstand is made in the shape of a circle with a diameter of 23 feet. How many square feet of flooring are needed to cover the stand?

VALLEY BLOX MATH PROBLEMS
KEY
GEOMETRY PROBLEMS

Problems - Set I.

1. Circumference = $\pi \times d$

$= 3.14 \times 12$ feet

$= 37.68$ feet of fencing

2. Area = ab

$= 9' \times 12.5'$

$= 112.5$ square feet of flooring

3. Area = s^2

$= (60 \text{ feet})^2$

$= 3600$ square feet

4. Perimeter = $2(a+b)$

$= 2\ (16.5 \text{ inches} + 22.5 \text{ inches})$

$= 78$ inches of framing

5. Area = $\pi \times r^2$

$= 3.14 \times (11.5 \text{ feet})^2$

$= 415.27$ square feet of flooring

VALLEY BLOX MATH PROBLEMS
SECTION II.
Unit: TWO STEP WORD PROBLEMS

Problems - Set II.

1. A customer wants to install pine paneling on a wall in her living room. The wall is 18 feet long and 8 feet high. Paneling costs $5.50 per square foot. How much will the paneling for the wall cost?

2. The floor of a dollhouse measures 36" by 24". How much will it cost to put a fence around the dollhouse if the fencing costs $.22 per inch?

3. A customer needs a frame for a piece of round stained glass that has a diameter of 16". How much will the frame cost if the framing material costs $.15 per inch?

4. A contractor wants to buy 45 yards of pipe for each of 4 building projects. If the pipe costs $5.65 per yard, how much will he pay for the pipe?

5. A customer wants to cover his 3 yard by 20 yard driveway with concrete. It is estimated that each square yard of concrete will cost $15. How much should the customer expect to pay for the concrete?

VALLEY BLOX MATH PROBLEMS
KEY
TWO STEP WORD PROBLEMS

Problems - Set II.

1. Step 1: Area = 18 feet X 8 feet
   = 144 square feet
   Step 2: 144 square feet X $5.50 per square foot =
   $792.00

2. Step 1: Perimeter = 2(36" + 24")
   = 120"
   Step 2: 120" X $.22 per inch =
   $26.40

3. Step 1: Circumference = 3.14 X 16"
   = 50.24"
   Step 2: 50.24" X $.15 per inch =
   approximately $7.54

4. Step 1: 4 projects X 45 yards =
   180 yards
   Step 2: 180 yards X $5.65 per yard =
   $1,017.00

5. Step 1: Area = 3 yards X 20 yards
   = 60 square yards
   Step 2: 60 square yards X $15 per square yard =
   $900

VALLEY BLOX MATH PROBLEMS
SECTION II.
Unit: ALGEBRA PROBLEMS

Problems - Set III.

1. A customer wants to buy as many board feet as he can for $300 to begin a building project. The lumber he wants to buy is $7.50 per board foot. How much lumber can the customer buy?

2. A customer wants to build shelves in her family room. She has 85 running feet of lumber and has decided to have all the shelves 4 feet long. How many shelves can she build and will there be any lumber left over?

3. A customer bought 64 running feet of lumber for building window frames. Each window requires 10 1/2 feet of lumber. How many window frames can the customer make? Will there be any lumber left over?

4. A load of cement weighing 3/4 ton was sold by being divided into bags weighing 1/20 ton each. How many bags were sold?

5. Two lots are to be paved with cement. One lot contains 50 square feet less than the second lot. Together the lots contain 200 square feet. How many square feet are there in each lot?

VALLEY BLOX MATH PROBLEMS
KEY
ALGEBRA PROBLEMS

Problems - Set III.

1. b = board feet able to be bought

   $\$7.50 \times b = \$300.00$

   $b = \frac{\$300.00}{\$7.50}$ $b = 40$ board feet

2. s = shelves to be built

   $4 \text{ feet} \times s = 85 \text{ feet}$

   $s = \frac{85 \text{ feet}}{4 \text{ feet}}$ $s = 21$ shelves with 1 foot left over

3. w = window frames to be made

   $10\ 1/2 \text{ feet} \times w = 64 \text{ feet}$

   $w = \frac{64 \text{ feet}}{10\ 1/2 \text{ feet}}$ $w = 6$ window frames with 1 foot left

4. b = bags of cement sold

   $1/20 \text{ ton} \times b = 3/4 \text{ ton}$

   $b = \frac{3/4 \text{ ton}}{1/20 \text{ ton}}$ $b = \frac{3}{4} \times \frac{20}{1}$ $b = 15$ bags

5. a = one lot
   a - 50 square feet = second lot

   $a + (a - 50) = 200$ square feet

   $2a - 50 = 200$

   $2a = 250$

   $a = 125$ one lot = 125 square feet
   second lot = 125 - 50 = 75 square feet

WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

SECTION II
PERDUE FARMS, INC.

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Career Enhancement Program
James Madison University
Harrisonburg, Virginia

Perdue Farms, Inc. Workplace Curriculum

Key: - (began practicing), + (can do well), NC (not covered)

Module/ Competency	Materials	Basic Skills (Exercises may combine two or more basic skills.)	Progress
I. Benefits 1.2.2.4.	Workplace Curriculum using Perdue's Benefits Package	a. demonstrate knowledge of technical terms used in benefits package	
		Vocabulary Exercise 1	__________
		Vocabulary Exercise 2	__________
		Vocabulary Exercise 3	__________
		Crossword Puzzle 1	__________
		Crossword Puzzle 2	__________
		b. - identify key benefits offered by Perdue - recognize and discriminate between kinds of insurance offered by Perdue - read with comprehension employee materials	
		Exercise 1	__________
		Exercise 2	__________
		Exercise 3	__________
		Exercise 4	__________
		Exercise 5	__________
		Exercise 6	__________
		Exercise 7	__________
		Exercise 8	__________
II. Safety 1.2.2.3.	Workplace Curriculum using Perdue Farms, Inc.: Safety on the Job	c. discriminate between employer and employee safety responsibilities	
		Exercise 1	__________
		d. demonstrate understanding of vocabulary in Perdue's safety policy	
		Exercise 2	__________
		e. demonstrate writing skills in creative writing exercise	
		Exercise 3	__________

Employee ____________________ Teacher ____________________ Date began ________ Date completed ________

WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

SECTION II
PERDUE FARMS, INC.

page no.
Acknowledgements i

Module Listing/Progress Sheet ii

Module 1 1

Module 2 42

Company Benefits of Working at Perdue

PRETEST-VOCABULARY

Match the vocabulary words with the correct description:

1. ______ benefit
2. ______ continuously
3. ______ coverage
4. ______ guidance
5. ______ minimum
6. ______ perishable
7. ______ reimbursed
8. ______ reinstatement
9. ______ supplemental
10. ______ verification

a. the least amount possible
b. restore to a previous position
c. apt to decay or spoil
d. without stopping
e. something added on
f. paid back
g. help
h. proof that something is true
i. an advantage
j. protection

PRETEST-BENEFITS

Read each question and choose the correct answer:

1._____ A worker at Perdue is eligible for holiday pay (a) only when a holiday falls on a workday, (b) only after working one complete year at Perdue, (c) for only six approved holidays, (d) only after working 60 days at Perdue.

2._____ To qualify for Perdue's Scholarship Program a person must be (a) a worker who, after working over 2 years at Perdue, is going to college for the first time, (b) a child of a worker who is a graduating high school senior, (c) a child of a worker who plans to work at Perdue upon college graduation, (d) a worker who is being trained for a new position at Perdue.

3._____ The amount of vacation time a worker receives is based on (a) the reason a worker wants to go on vacation, (b) the total years a worker has worked at Perdue and at other work places, (c) the years a worker has been at Perdue in a row, (d) the worker's age.

Write true on the blank in front of a true sentence; write false on the blank in front of a false sentence.

1.__________ Benefit plans protect a worker only during the years a worker works at Perdue.

2.__________ A worker may receive educational assistance if course work is taken on the worker's own time.

3.__________ In order to receive holiday pay, a worker must work the scheduled day before and after the holiday.

4.__________ Service awards are given to workers after 5, 10, 15, 20 and 25 years of service.

5.__________ A worker may purchase Perdue poultry products from a list of all products processed in the past 3 weeks.

Company Benefits of Working at Perdue
VOCABULARY REVIEW

1. Benefit: something that helps a person, an advantage. The supervisor got the benefit of a marked parking place close to his work place.

2. Continuously: without stopping. The weight lifter jumped rope continuously for one hour.

3. Delay: postpone until later. Maybe the teacher will delay the test until the end of the day.

4. Affected: to be changed because of something else. The parents' hours of sleep were affected by the baby's birth.

5. Eligible: qualified for a certain position. The baseball pitcher was eligible for major league play.

6. Observance: the keeping of a certain holiday or occasion. The observance of Thanksgiving is always on a Thursday.

7. Minimum: the least amount possible. One week is the minimum length of time for a good vacation.

8. Perishable: apt to decay or spoil. The vegetables were perishable in a few days unless kept in the refrigerator.

9. Personal: private, concerning someone's own activities. She never shared about her personal life.

10. Security: safety, freedom from fear. A brown teddy bear was the toddler's security when alone.

11. Disability: weakness, handicap. Blindness may be the most difficult disability one could have.

12. Pension: retirement benefit. After working 20 years for the same company, the worker had a good pension.

13. Coverage: protection. His three life insurance policies offered more coverage than he needed.

14. Supplemental: something added on. The last chapter of the book was supplemental and actually not needed.

15. Dependent: someone who relies on someone else (for example, children are dependents of their parents). The divorced mother had three dependents to care for.

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16. Document: written paper. It's good to keep a legal document in a safe place.

17. Terminate: to end. I had to terminate my vacation early because of sickness.

18. Institute: to begin. The company decided to institute a new policy for lunch hours.

19. Reinstatement: to restore to a previous position. She was promised reinstatement to the job she had before the baby was born.

20. Verification: proof that something is true. A birth certificate is verification that a person was born.

21. Unrestricted: without limits. The child's parents believed in having an unrestricted play area for her.

22. Release: a paper allowing freedom. The doctor signed a release form so the truck driver could work again.

23. Hinder: to stop or delay. His arm injury will hinder his performance at the world series.

24. Availability: readiness to be used. The availability of peaches in the summer depends on the spring weather.

25. Reimbursed: paid back. The minister was reimbursed for all his traveling time.

26. Guidance: help. He asked his teachers and his parents for guidance before choosing a college.

27. Evaluated: examined. Kindergarten students are evaluated for hearing and sight problems.

28. Independently: by oneself. The math student did his problems independently even though the students were allowed to work as a group.

29. Extracurricular: outside of regular study. The elementary school offered three clubs as extracurricular activities.

30. Non-renewable: not able to be used again. The credit card is non-renewable after this year.

Company Benefits of Working at Perdue
VOCABULARY EXERCISES

EXERCISE I

Fill in each blank with a word from the following list:

- affected
- benefit
- continuously
- delay
- eligible
- minimum
- observance
- perishable
- personal
- security

1. The woman's handbag was such a ____________________ item to her that her husband was not allowed to look inside.

2. Since I won in the local contest, I was ________________ for the state contest.

3. His bad mood ____________________ everyone who worked with him.

4. The teacher said to write a ____________________ of 2 pages and a maximum of 5 pages.

5. He studied ____________________ for 4 hours.

6. The meat was ____________________ after 4 days so the chef had to be sure to use it before then.

7. The ____________________ at the factory was not good so women were afraid to walk to their cars alone at night.

8. My family Christmas ____________________ will occur Christmas Eve this year.

9. Do not ____________________ to turn in your hours of work on time in order to be paid on time.

10. One ____________________ we often forget unless we become sick is good health.

EXERCISE II
Match the vocabulary words with the correct descriptions:

1. ______ coverage
2. ______ dependent
3. ______ disability
4. ______ document
5. ______ institute
6. ______ pension
7. ______ reinstatement
8. ______ supplemental
9. ______ terminate
10. ______ verification

a. someone who relies on another
b. retirement
c. proof
d. to begin
e. to restore to previous position
f. protection
g. to end
h. weakness
i. something added on
j. written paper

EXERCISE III

Choose the vocabulary word that fits best in each sentence:

1. Following two weeks of rest because of a foot injury, the maintenance worker was able to return to _____ work at the factory.
a. hindered b. extracurricular
c. unrestricted d. non-renewable

2. After the birth of her baby, the mother received a _____ form from her doctor allowing six weeks off work.
a. release b. guidance
c. available d. hinder

3. The absence of four workers from a shift will _____ the work being done.
a. release b. hinder
c. evaluate d. unrestrict

4. The _____ of a certain kind of cereal at the grocery store depends on the demand for it.
a. guidance b. reimbursement
c. independence d. availability

5. The student was _____ for all costs related to his study.
a. hindered b. unrestricted
c. independent d. reimbursed

6. It is wise to ask for _____ from close friends before making a major decision.
a. release b. guidance
c. unrestriction d. extracurricular

7. Before receiving the reward, the worker was _____ for attendance and quality of work done.
a. evaluated b. available
c. reimbursed d. released

8. The young child played _____ for over an hour.
a. reimbursed b. evaluated
c. extracurricular d. independently

9. The high school senior had more _____ activities than regular classes.
a. non-renewable b. hindered
c. extracurricular d. reimbursed

10. The _____ reward was for a one year only scholarship at the college of his choice.
a. guidance b. release
c. non-renewable d. evaluated

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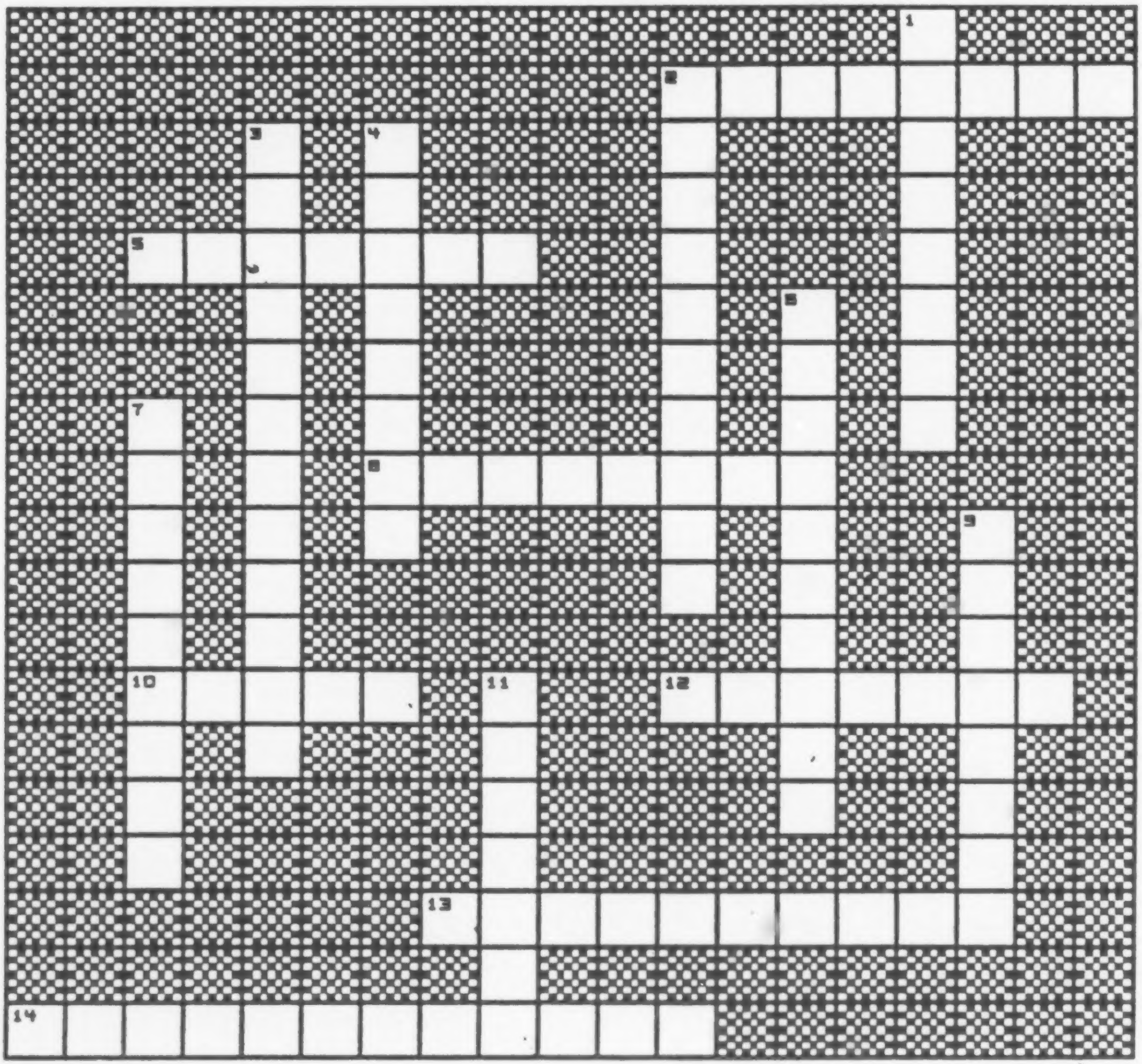
PERDUE VOCABULARY I



ACROSS CLUES

2. private
5. something that helps a person
8. qualified for a certain position
10. postpone
12. the least amount possible
13. weakness
14. something added on

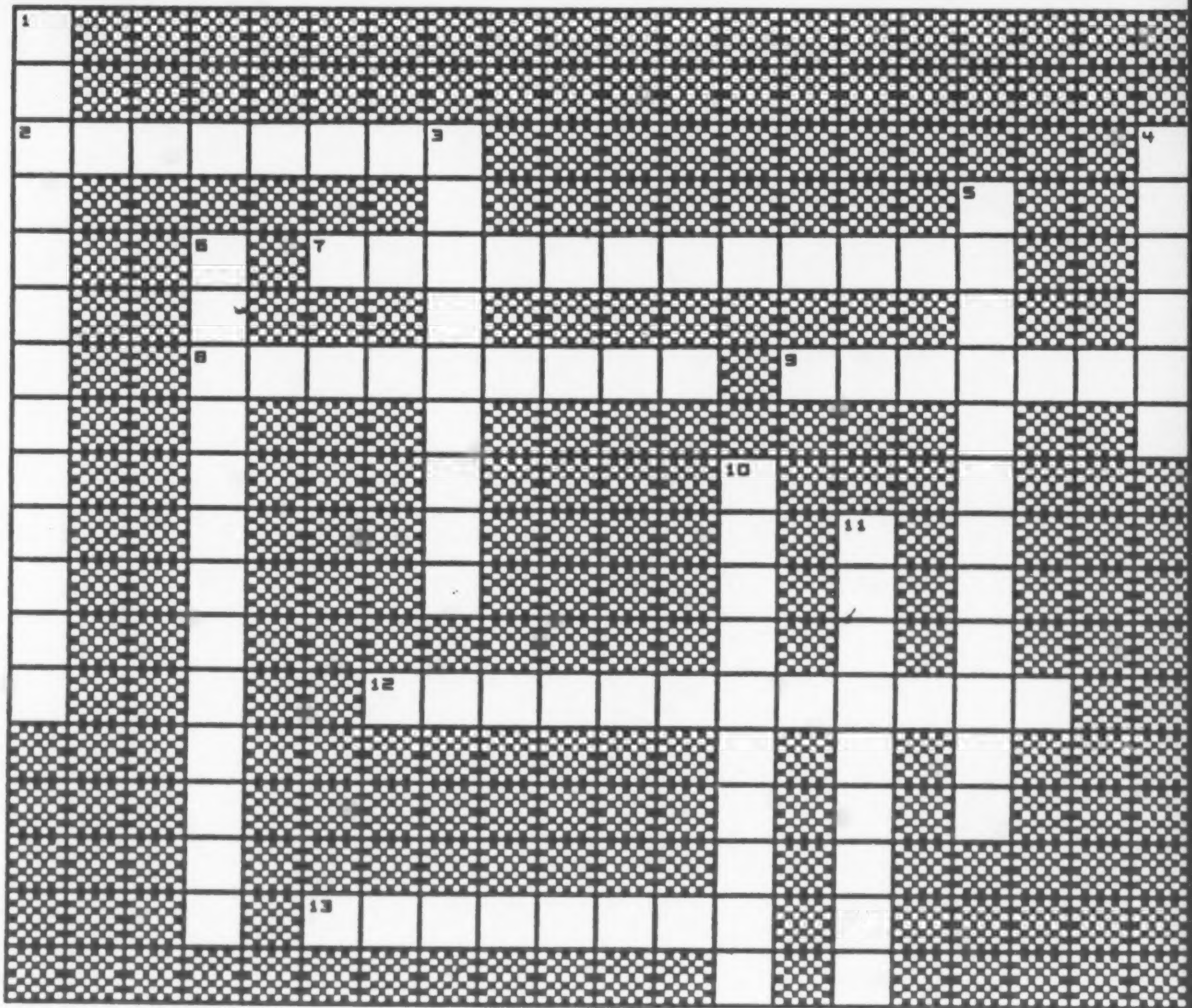
DOWN CLUES

1. protection
2. apt to decay or spoil
3. without stopping
4. to be changed because of something else
6. the keeping of a certain holi
or occasion
7. someone who relies on someone else
9. safety
11. retirement benefit

WORD LIST: PERDUE VOCABULARY I

AFFECTED
BENEFIT
COVERAGE
CONTINUOUSLY
DELAY
DEPENDENT
DISABILITY
ELIGIBLE
MINIMUM
OBSERVANCE
PERSONAL
PERISHABLE
PENSION
SECURITY
SUPPLEMENTAL

PERDUE VOCABULARY II



ACROSS CLUES

2. written paper
7. proof
8. to begin
9. a paper allowing freedom.
12. readiness to be used
13. help

DOWN CLUES

1. by oneself
3. to end
4. to stop or delay
5. without limits
6. to restore to a previous posi
10. paid back
11. examined

WORD LIST: PERDUE VOCABULARY II

AVAILABILITY
DOCUMENT
EVALUATED
GUIDANCE
HINDER
INSTITUTE
INDEPENDENTLY
RELEASE
REINSTATEMENT
REIMBURSED
TERMINATE
UNRESTRICTED
VERIFICATION

Company Benefits of Working at Perdue

There are **eight** areas of benefits at Perdue.

AREA 1: PAID VACATION

Every employee receives paid vacation in order to have time away from work. The amount of vacation time is based on the years an employee has worked continuously at Perdue.

Listed below are the weeks of vacation for employees:

Hourly workers in
- processing plant positions
- further processing plant positions
- live haul crew members

1 week after 1 year
2 weeks after 5 years
3 weeks after 10 years
4 weeks after 20 years

Hourly workers in
- office or clerical positions
- Grain and Oilseed Division
- feedmill
- hatchery (including vaccinating and beak trimming)
- garage
- maintenance
- breeder moving crew members
- live haul drivers

1 week after 1 year
2 weeks after 2 years
3 weeks after 10 years
4 weeks after 20 years

Salaried workers

2 weeks after 1 year (or 1 week after 6 months and another week after 1 year)
3 weeks after 7 years
4 weeks after 15 years
5 weeks after 25 years

Regular part-time hourly workers

vacation time based on job and average earnings from 13 weeks before vacation

REMEMBER:

1. Vacations cannot go to next year if not used this year unless the company asks a worker to delay a vacation.

2. If a worker has a personal or medical leave of absence for longer than seven weeks, the next vacation time will be affected.

3. Vacations will be scheduled at the beginning of the calendar year, based on seniority. Supervisors will try to schedule the time a worker selects.

4. Supervisors or the Human Resources Department will answer any questions about vacations.

AREA 1: PAID VACATION CHECK-POINT

Match the worker with his/her weeks of vacation pay:

1._____	Salaried worker with 26 years of experience at Perdue	a. 1 week
2._____	Hourly worker at Perdue's processing plant for 1 year	b. 2 weeks
3._____	Hourly worker at the feed mill with 26 years of experience at Perdue	c. 3 weeks
4._____	Salaried worker with 6 years of experience at Perdue	d. 4 weeks
5._____	Hourly "live haul crew member" with 18 years of experience at Perdue	e. 5 weeks

Read each question and choose the correct answer:

1._____ The amount of vacation time a worker receives is based on (a) the reason a worker wants to go on vacation, (b) the total years a worker has worked at Perdue and at other work places, (c) the years a worker has been at Perdue in a row, (d) the worker's age.

2._____ Vacations (a) can be added up year after year, (b) are not affected by personal, medical or other leaves, (c) are scheduled by Perdue without workers' requests, (d) are scheduled by seniority.

3._____ A regular part-time worker (a) receives vacation time based on average earnings from 13 weeks before vacation, (b) receives vacation time based on highest earnings from the past 6 months, (c) receives vacation time based on years of experience and position at Perdue, (d) receives no vacation.

Complete the following sentence:

Time away from work is important because

____

____

____

____

Write a paragraph about where you would go on a vacation if you could go anywhere in the world. Tell about what you would like to do, what you would like to see and who you would like to be with.

____

____

____

____

____

____

____

____

AREA 2: HOLIDAYS

Perdue observes 8 paid holidays. Every employee who has worked at least 60 days is eligible.

The paid holidays are:
- New Year's Day
- Dr. Martin Luther King Jr.'s Birthday (observed)
- Good Friday
- Memorial Day Monday
- U.S. Independence Day
- Labor Day
- Thanksgiving
- Christmas Day

- If a holiday falls on a Saturday or Sunday, the observance will be on the preceding Friday or following Monday.
- If a holiday occurs during a worker's vacation week, an additional day off with pay is given.

Note the following concerning holiday pay:

1. Holiday pay is 8 hours pay at straight time rate.

2. To receive holiday pay, a worker must work a minimum number of work hours on the last day before the holiday and a minimum number of work hours on the first scheduled workday after the holiday.

3. A worker on medical leave or personal leave is not eligible for holiday pay.

4. Because Perdue works with perishable products, a worker may be required to work on a holiday. This worker will receive hourly pay for the hours worked and holiday pay at a straight time rate. If someone is absent after being scheduled to work on a holiday, that worker will not receive holiday pay.

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AREA 2: HOLIDAYS CHECK-POINT

Put a check in front of each holiday which is a "paid holiday" at Perdue:

_____ New Year's Day
_____ Dr. Martin Luther King Jr.'s Birthday
_____ Valentine's Day
_____ Presidents' Day
_____ St. Patrick's Day
_____ Good Friday
_____ Easter
_____ Memorial Day Monday
_____ U.S. Independence Day
_____ Labor Day
_____ Columbus Day
_____ Halloween
_____ Veterans' Day
_____ Thanksgiving
_____ Hanukkah
_____ Christmas

Read each question and choose the correct answer:

1._____ Holiday pay is (a) pay equal to an average day's pay during the previous pay period, (b) 8 hours pay at straight time rate, (c) 8 hours pay at time and one-half rate, (d) pay equal to the last workday's pay.

2._____ A worker is paid holiday pay (a) only when a holiday falls on a workday, (b) only after working one complete year at Perdue, (c) for only six approved holidays, (d) only after working 60 days at Perdue.

3._____ A worker may work on a holiday (a) so as not to lose straight time pay for that day, (b) because Perdue works with perishable products, (c) to receive time and one-half pay, (d) because Perdue never stops production on a holiday.

Put a check in front of each answer which is true (There are several true answers.):

In order to receive holiday pay, a worker must:

_____ work the first week of scheduled workdays after the holiday
_____ work on the last workday before the holiday

_____ not be on medical leave on the holiday

_____ not be on personal leave on the holiday

_____ not have had medical or personal leave during the previous pay period
_____ not be on vacation

AREA 3: COMPANY BENEFIT PLANS

Perdue's Company Benefit Plans are designed to assist the worker in providing economic security for each worker and his/her family and to protect the worker in the event of a serious illness or injury. The plans protect the worker during and after working years.

The Benefit Plans include:
- Medical Insurance
- Life and Accident Insurance
- Disability
- Pension

Perdue pays for these coverages in full.

The following additional coverage is available at rates that are set annually:
- supplemental life insurance
- dependent health care coverage

REMEMBER:

1. Shortly after beginning employment at Perdue, each worker will receive a Perdue benefits folder. Each plan is explained briefly in booklet form. It is important to keep the benefit plan booklets in a safe place where they can be referred to.

2. The plan documents are maintained at the corporate office and control in the event of any conflict.

3. Perdue reserves the right to amend, terminate and/or institute new benefit plans at any time.

4. If a worker has questions about the Company Benefit Plans, the Human Resources representative can be consulted.

AREA 3: COMPANY BENEFIT PLANS CHECK-POINT

Perdue's Company Benefit Plans include plans paid for in full by Perdue and plans available to be paid for by the worker. Put a P in front of plans paid for by Perdue. Put an A in front of plans which are available for the worker to purchase.

_____ Life Insurance

_____ Supplemental Life Insurance

_____ Pension

_____ Medical Insurance

_____ Dependent Health Care Coverage

_____ Accident Insurance

_____ Disability

Put a T in front of a true sentence; put a F in front of a sentence which is not true.

_____ Benefit plans protect a worker only during the years a worker works at Perdue.

_____ When a worker begins employment at Perdue, he/she can be assured that his/her benefit plans will never change.

_____ A benefit plans folder is given to each worker and explains each plan briefly.

AREA 4: LEAVE OF ABSENCE

Perdue recognizes that there are occasions where it may be necessary to grant a leave of absence for various personal reasons.

Absences of less than one week do not normally require formal application procedures, but a worker's supervisor/foreman must always be notified in advance. A longer leave of absence must be applied for with the Human Resources representative. When a worker applies for a leave, the policies and procedures of the leave will be discussed.

Perdue cannot guarantee reinstatement to the former position when a worker returns from a long-term (longer than one week) leave of absence. Every effort will be made to place a worker in his/her job or in another available job for which the worker is qualified. If no such job is available, the worker will be considered for positions as they are available.

During any leave of absence, if a worker takes another job, works for another employer or becomes self employed, the worker will be terminated.

The following 5 leaves of absences are possible:

1. **Funeral time off**

In the event of a death in a worker's immediate family, he/she will be granted time off in order to make arrangements for and/or to attend the funeral. Pay will be given to those workers with a minimum of 60 days of service. **Immediate family** means father or mother, father- or mother-in-law, grandfather or grandmother, brother, sister, husband, wife, or child.

Up to three working days off with pay will be allowed and normally such time should not extend beyond one day after the funeral. Verification of the funeral will be necessary in order to receive funeral time off pay.

2. **Jury Duty time off**

A worker called for jury duty will be excused from work without loss of base pay for a maximum of 30 working days. A worker will be required to present the Summons for Jury Duty to his/her supervisor/foreman prior to the start of jury duty.

A first shift worker who is dismissed from jury duty before noon is expected to return to work on that day. A second or third shift worker is not required to work his/her normal schedule on the same day the worker is required to serve on a jury.

Upon completion of jury duty, a worker will be paid the difference between jury pay and regular base pay. The worker will turn in a signed statement from the court clerk indicating the amount of fees he/she received for jury duty.

3. **Military leave of absence**

Military leave is handled according to the Vietnam Era Veterans Readjustment Assistance Act of 1974.

4. **Medical leave of absence**

A worker who is unable to perform his/her regular job because of medical reasons (illness, injury or pregnancy) must apply for a medical leave of absence. The worker will be required to bring a statement from the attending physician stating: (a) the medical reason for the absence, (b) the starting date of the absence, and (c) the estimated date of return to full time unrestricted work.

A non-work-related medical leave cannot exceed six months. All medical leaves must be renewed every 30 days by presenting the documentation listed above. Failure to do so will result in termination.

Prior to returning from a medical leave of absence, a worker must advise the company of his/her intended specific date of return. A signed release by the attending physician that the worker is physically able to resume normal work duties is also required.

Perdue's Disability Benefit Plan helps a worker unable to work because of a non-work-related illness or injury. It is important to notify a supervisor/foreman to qualify for this benefit.

5. **Personal leave of absence**

Unpaid personal leave may be granted to a worker when, in the opinion of the supervisor and Human Resources manager, the absence will not seriously hinder the work of the department or unit.

Remember:

a. A personal leave is extended to full-time workers only.
b. A worker must have completed one year of service before being eligible for a personal leave.
c. A personal leave cannot exceed 30 calendar days.
d. A worker can take only one leave of absence in a 12 month period.

AREA 4: LEAVE OF ABSENCE CHECK-POINT

There are 5 leaves of absences possible at Perdue. Write the number of the leave of absence in front of the description of an absence if the leave of absence is OK. Do not write a number on the blank if the leave is not OK.

1. Funeral time off
2. Jury Duty time off
3. Military leave of absence
4. Medical leave of absence
5. Personal leave of absence

_____ A worker is hospitalized for 2 weeks.

_____ A worker's grandmother dies and the worker takes 3 days off work.

_____ A part-time worker takes time off work to look for another job.

_____ A worker serves on a jury for 10 days.

_____ A worker's uncle dies in another state and the worker takes 1 week off work to travel to the funeral.

_____ A worker has a baby and stays at home for 4 weeks following the birth.

_____ A worker serves on an extended case of jury duty for 2 months.

_____ A full-time worker takes a week off work to get married.

Now, go back though the above 8 descriptions and circle the answers (the numbers you wrote in) if the absence is paid for by Perdue.

Complete the following sentences:

Absences of less than ____________________ can be arranged by contact with a worker's supervisor.

Up to ____________________ days off with pay will be allowed in the event of a death in a worker's immediate family.

A worker will be required to present the ____________________ to his/her supervisor prior to the start of jury duty.

A first shift worker who is dismissed from jury duty before noon is expected to return to work ____________________.

A worker will be required to bring a statement from ____________________ stating medical reasons for an absence, starting date of absence and return date after absence.

Medical leaves must be renewed every ____________________.

Perdue's ____________________ Plan helps a worker unable to work because of a non-work-related illness or injury.

A personal leave is extended to ____________________ workers only.

AREA 5: PRODUCT SALES

Workers may purchase Perdue poultry products for their personal or family use through processing plant cash sales.

Product availability depends on consumer demands and requirements. Each week a list of an available product and its case or bulk price is distributed from plant locations.

Details about ordering procedures, prices, payments and pick-up are available from supervisors or the Human Resources Department.

AREA 5: PRODUCT SALES CHECK-POINT

Put a check in front of each answer which is true. (There is more than one true answer.)

A worker may purchase Perdue poultry products:

_____ by charging the payment to his/her account

_____ for personal and family use

_____ from a list of all products processed in the past 3 weeks

_____ only one day each month.

_____ from a list distributed to each plant location

AREA 6: EDUCATIONAL ASSISTANCE

A worker may take educational courses on his/her own time and be reimbursed for costs for tuition and books. Course work must be job-related and a worker must have worked for Perdue for a minimum of six months.

If a worker feels that he/she may qualify, the Human Resources representative should be contacted for guidance.

AREA 6: EDUCATIONAL ASSISTANCE CHECK-POINT

Put a check in front of each answer which is true. (There is more than one true answer.)

A worker may receive educational assistance:

_____ if course work is taken on the worker's own time

_____ for travel expenses, tuition and books

_____ if course work is work-related

_____ after one year of working at Perdue

_____ by contacting the Human Resources representative

AREA 7: PERDUE SCHOLARSHIP PROGRAM

Children of Perdue workers who are graduating high school seniors and who will enter college as first-term freshmen the following fall are eligible to apply for $1,000 scholarships given annually by Perdue.

Applicants are evaluated independently by the College Scholarship Service. Awards are based on SAT scores, rank in class, extracurricular activities, leadership qualities and school recommendation.

Winners may use the non-renewable award at any accredited college or university in the United States, regardless of field of study.

Application forms and information are available in September or October.

AREA 7: PERDUE SCHOLARSHIP PROGRAM CHECK-POINT

Read each question and choose the correct answer:

1._____ To qualify for Perdue's Scholarship Program a person must be (a) a worker who, after working over 2 years at Perdue, is going to college for the first time, (b) a child of a worker who is a graduating high school senior, (c) a child of a worker who plans to work at Perdue upon college graduation, (d) a worker who is being trained for a new position at Perdue.

2._____ Applicants for the scholarship program are evaluated (a) by their Perdue supervisor, (b) by their parent's Perdue supervisor, (c) by their school's recommendation only, (d) by the College Scholarship Service.

3._____ Awards are based on (a) SAT scores, (b) extracurricular activities, (c) rank in class, (d) leadership qualities, (e) a and c only, (f) a, b, c, and d.

4._____ Winners may use their awards (a) at any college or university in the United States, (b) at any college or university in Virginia, (c) at a college or university on a list in the Human Resources office, (d) in a business program at any college or university in the United States.

AREA 8: SERVICE AWARDS

The years of service of workers are important to Perdue. Special recognition is given to workers who have achieved milestone years because of their loyalty to the company.

Service pins are given to workers with 5, 10, 15, 20, 25, etc. years of service at Perdue. The pins were designed by Frank Perdue and have jewels to designate the number of years.

Service award workers are also recognized in company publications.

AREA 8: SERVICE AWARDS CHECK-POINT

Put a check in front of each answer which is true. (There is more than one true answer.)

Service awards are given:

_____ because of loyalty to the company

_____ to workers after 10, 20 and 25 years of service

_____ to workers after 5, 10, 15, 20, and 25 years of service

_____ at milestone ages of workers (40, 50, 60 and 65)

_____ in the form of cash bonues

_____ in the form of pins with jewels

Company Benefits of Working at Perdue
POST-TEST

EXERCISE I

Fill in each blank with a word from the following list:

coverage
delay
dependent
disability
eligible
evaluated
minimum
personal
reimbursed
terminate

1. Students are ____________________ with a test after each chapter of study.

2. The employee is ____________________ for his work with a weekly paycheck.

3. An employer may ____________________ a worker if the worker's job is not done well.

4. The young mother was not married but had one ____________________.

5. It is important to have good health and life insurance ____________________.

6. He has a difficult ____________________ after losing his leg in a hunting accident.

7. The supervisor never shared any ____________________ details of his family.

8. A workday includes a ____________________ of eight hours.

9. To be ____________________ for Olympic competition, a swimmer must compete in many contests.

10. I hope the snowstorm will not ____________________ the opening of school today.

EXERCISE II

Complete each of the following sentences:

1. The amount of vacation time a worker receives is based on the ____________________ an employee worked ____________________ at Perdue.

2. The ____________________ ____________________ Department will answer any questions about employee benefits at Perdue.

3. Every employee who has worked at least ____________________ days at Perdue is eligible for a paid holiday.

4. Perdue observes ____________________ paid holidays.

5. The Benefit Plans which Perdue pays for include medical, life and accident insurance; disability insurance and ____________________ which is important in a worker's later years.

6. A worker's ____________________ should be notified for even short absences from work.

7. When a worker is unable to perform his/her regular job because of illness, injury or pregnancy, he/she may apply for a ____________________ leave of absence.

8. Up to ____________________ days off with pay will be allowed for a funeral time off.

9. Any course work must be ____________________ for the tuition and book costs to be reimbursed by Perdue.

10. __________ __________ are given to workers who have achieved milestone years of service to Perdue.

EXERCISE III
Complete each of the following sentences:

1. The benefits of working at Perdue are like "another paycheck" because ______

2. When I have a paid holiday off work I like to ______

3. The part of my job that I like best is ______

4. If I could add a benefit to the Benefit Package at Perdue, I would add ______

5. Write the speech you would read after receiving a service award for 25 years of work at Perdue.

EXERCISE IV

Fill in each blank with a number from 1 to 5: 5-definitely, 4-most of the time, 3-some of the time, 2-seldom, 1-never.

_____ I learned something new about the benefits of working at Perdue by finishing this unit.

_____ I learned some new vocabulary by finishing this unit.

_____ I enjoyed doing the exercises and puzzles in this unit.

_____ I would encourage others to do this unit.

_____ This unit will help me in the future to know about my benefits.

EXERCISE V

Complete each of the following sentences:

If I could change something about this unit, I would _______

____

____

____

This unit will help me in the future when ________________

____

____

____

Company Benefits of Working at Perdue
ANSWER KEY

Pretest

Vocabulary:
1. i
2. d
3. j
4. g
5. a
6. c
7. f
8. b
9. e
10. h

Multiple Choice:
1. d
2. b
3. c

True/False:
1. false
2. true
3. true
4. true
5. false

Vocabulary

Exercise I:
1. personal
2. eligible
3. affected
4. minimum
5. continuously
6. perishable
7. security
8. observance
9. delay
10. benefit

Exercise II:
1. f
2. a
3. h
4. j
5. d
6. b
7. e
8. i
9. g
10. c

Exercise III:
1. c
2. a
3. b
4. d
5. d
6. b
7. a
8. d
9. c
10. c

Area 1: Paid Vacation

Matching:
1. e
2. a
3. d
4. b
5. c

Multiple Choice:
1. c
2. d
3. a

Sentence-Completion and Paragraph-Writing:
note sentence and paragraph structure as well as thought content

Area 2: Holidays

Checks in front of:

New Year's Day
Dr. Martin Luther King Jr.'s Birthday
Good Friday
Memorial Day Monday
U.S. Independence Day
Labor Day
Thanksgiving
Christmas

Multiple Choice:
1. b
2. d
3. b

Checks:

______
__v__
__v__
__v__
______
______

Area 3: Company Benefit Plans

P or A:
P - Life Insurance
A - Supplemental Life Insurance
P - Pension
P - Medical Insurance
A - Dependent Health Care Coverage
P - Accident Insurance
P - Disability

True/False:
false
false
true

Area 4: Leave of Absence

Absences:
__4__
__1__ (circled)
_____
__2__ (circled)
_____
__4__
_____
__5__

Fill in the Blanks:
one week
three
Summons for Jury Duty
on that day
the physician
30 days
Disability Benefit
full-time

Area 5: Product Sales

Checks:
_____
__v__
_____
_____
__v__

Area 6: Educational Assistance

Checks:
__v__
______
__v__
______
__v__

Area 7: Perdue Scholarship Program

Multiple Choice:
1. b
2. d
3. f
4. a

Area 8: Service Awards

Checks:
__v__
______
__v__
______
______
__v__

Post-test

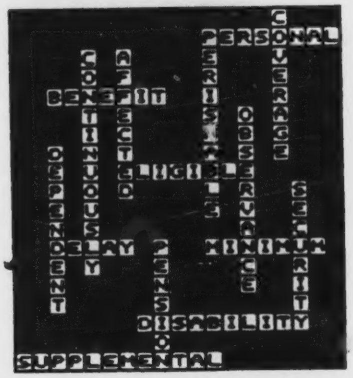
Exercise I:
1. evaluated
2. reimbursed
3. terminate
4. dependent
5. coverage
6. disability
7. personal
8. minimum
9. eligible
10. delay

Exercise II:
1. years, continuously
2. Human Resources
3. 60
4. 8
5. pension
6. supervisor (foreman)
7. medical
8. 3
9. job-related
10. service pins

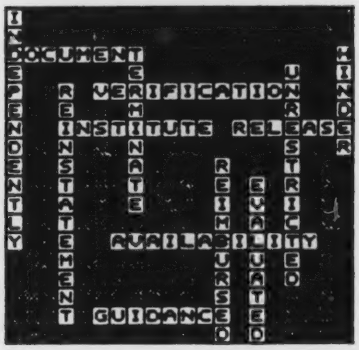
Exercise III:
note sentence structure as well as thought content

Exercises IV, V:
to be used for evaluation of lesson material

ANSWERS: PERDUE VOCABULARY I


PERSONAL
COVERAGE
BENEFIT
AFFECTED
CONTINUOUSLY
ELIGIBLE
DEPENDENT
OBSERVANCE
DELAY
MINIMUM
PENSION
DISABILITY
SUPPLEMENTAL

ANSWERS: PERDUE VOCABULARY II


INDEPENDENTLY
DOCUMENT
TERMINATE
UNRESTRICTED
HINDER
VERIFICATION
REINSTATEMENT
INSTITUTE
RELEASE
REIMBURSED
EVALUATED
AVAILABILITY
GUIDANCE

-80 N

Readabilities for: PERDUE BENEFITS READABILITY

Readability Formula	Sample Number 1	2	3	4	5	6	Average
SPACHE	3.3	4+	3.9				Invalid
DALE-CHALL	9.4	9.4	10.6				9.8
FRY	7	9	9				8
FLESCH	69	62	61				64
RAYGOR	9	8	8				8
FOG	8	11	13				11
SMOG	3.0	8.4	10.7				7.4

PERDUE
WORKPLACE CURRICULUM using PERDUE'S SAFETY INFORMATION

LINDA GNAGEY
CURRICULUM WRITER

CAREER ENHANCEMENT PROGRAM
JAMES MADISON UNIVERSITY

SAFETY ON THE JOB

TO: Career Enhancement Program Student

These pages are a unit about safety at work. The unit includes many general safety ideas and concerns as well as rules for safety at this plant.

**1. To begin this unit, do the CHECK YOURSELF exercises. Then, look in the back at the ANSWER KEY to see how well you did. (These exercises will give you an idea of what the unit is about.) Maybe you already know a lot about safety. But, you may learn some new ideas.

**2. Read SOME WORDS TO KNOW and SOME TERMS TO KNOW. These words will help you in the reading on the following pages.

**3. Read the two pages about SAFETY ON THE JOB. The first page is about what your employer does to have a safe workplace. The second page is about what you should do to have a safe workplace.

**4. Then, do SOMETHING TO READ AND DO. There are 3 exercises. Do them and then check your answers with the answer key.

**5. Complete the evaluation questions on the last page. Turn all materials in to your teacher.

PERDUE
SAFETY ON THE JOB

SOME WORDS TO KNOW

1. FLAMMABLE: easily set on fire
   Newspapers are flammable when stored near a furnace.

2. FUMES: harmful or strong gases or smoke
   The fumes from the wood stove hurt my eyes.

3. HAZARDOUS: dangerous
   Loud music may be hazardous to a person's hearing.

4. HAZARDS: unsafe conditions or practices; dangers
   A pilot knows the hazards of flying in a storm.

5. TOXIC: poisonous
   Smoke from factories is toxic to many birds.

6. VENTILATION: good air flow; a change of air
   Schools need good ventilation after summer vacation.

SOME TERMS TO KNOW

1. OSHA (Occupational Safety and Health Administration): a government agency which sets and enforces safety and health standards at work places. The Occupational Safety and Health Act of 1970 set up this agency. The law says that workers should have a safe and healthful workplace. Perdue follows this law.

2. REPETITIVE MOTION INJURIES: damages resulting from the same action being done repeatedly in a person's job. (ERGONOMIC applications are available at Perdue for persons who are injured.)

3. SOCIAL SECURITY: a department of the U.S. government. Money is collected from employees and employers. The money is paid out when a person retires or sometimes when a person is disabled.

4. WORKERS' COMPENSATION: weekly cash benefits and medical expenses paid to a worker who was injured at work or who has an occupational disease.
   (An OCCUPATIONAL DISEASE is a sickness caused by some working conditions.)

PERDUE
SAFETY ON THE JOB

Accidents can happen anywhere: at home and at work. Safety is important. Most of us try to be careful at home and on the job so that we do not have accidents. We try to set up the places where we live and work to be safe. We try to do things safely.

Making sure that Perdue is a safe place to work is the job of both the EMPLOYERS and the EMPLOYEES at Perdue. When there are no accidents or injuries at Perdue, the employees may enjoy good health and the employers enjoy lower costs from losses.

****

PERDUE'S EMPLOYERS plan a safe workplace to help prevent accidents from happening. Perdue tries to provide:

1. PROPER LIGHTING
   Workers must be able to see clearly in order to use machinery and tools.

2. GOOD AIR FLOW
   Unpleasant gases or smoke (fumes) may be toxic. If there is a good air flow (good ventilation), factory air is kept fresh and clean. Fresh air keeps workers more alert.

3. SAFE NOISE LEVEL
   Perdue seeks to provide ways to reduce the noise produced by machines. Earplugs for workers may be provided.

4. ADEQUATE WORK SPACE

5. RIGHT TOOLS FOR EACH JOB

6. TOOLS AND MACHINERY INSTALLED PROPERLY AND IN GOOD WORKING CONDITION

7. TRAINING FOR EMPLOYEES TO WORK WITH AND CARE FOR TOOLS AND MACHINERY

8. PERSONAL PROTECTIVE CLOTHING AND EQUIPMENT
   (earplugs, eye protection, face shields, gloves, boots, aprons, jackets, rainsuits)

9. PROTECTION FROM HAZARDOUS MATERIALS
   Perdue will provide training in reading and using:
   - Warning Labels
   - Material Safety Data Sheets
   - Personal Protective Equipment

10. PROCEDURE FOR REPETITIVE MOTION INJURIES

PERDUE
SAFETY ON THE JOB

SOMETHING TO READ AND DO

Exercise I

Here is a list of ways to prevent accidents at Perdue.

- Put a W in front of each item that a worker, or employee, should do to prevent an accident.

- Put a P in front of each item that Perdue, the employer, should do.

______ 1. Make sure there is adequate work space for each worker

______ 2. Make sure there is good ventilation at Perdue

______ 3. Read all labels on the job

______ 4. Wear earplugs when necessary on the job

______ 5. Lift by bending one's knees

______ 6. Reduce the noise which machines make

______ 7. Keep work areas clean

______ 8. Provide training in use of Material Safety Data Sheets

______ 9. Leave the building when there is a fire

______ 10. Use safety guards on the machines

Exercise II

Fill in the blanks of the sentences below with one of the following words.

ATTENTION
EARPLUGS
EMPLOYEES
EMPLOYERS
EXTINGUISHERS

HAZARDS
PROTECTIVE
TRAINING
VENTILATION
WARNINGS

Accidents can happen at Perdue, but Perdue ____________________ have planned for a safe workplace to prevent accidents. Perdue tries to provide good ____________________ so that workers have fresh air to stay healthy and alert. One way Perdue reduces the noise which affects workers is to provide ____________________. Other ____________________ equipment may include gloves or safety glasses. All workers receive ____________________ to work with and care for tools and machinery.

Even though a safe workplace has been set up by Perdue, all ____________________ play a part in avoiding accidents. Workers need to read all directions, ____________________ and signs. Knowing about fire safety is important, especially knowing where fire ____________________ are located. An employee needs to pay full ____________________ to the job and report any unsafe ____________________ to the supervisor.

Exercise III

Complete each sentence. There are no right or wrong answers.

1. One reason to care about safety at Perdue is ________________________

2. The most important thing Perdue can do to provide a safe place to work is ________________________

3. The most important thing I can do to prevent an accident at Perdue is ________________________

4. One time when safety on the job was not used was when ________________________

5. One new suggestion I have for safety at Perdue is ________________________

PERDUE
SAFETY ON THE JOB

ANSWER KEY

CHECK YOURSELF

Exercise I

1. b. easily set on fire
2. e. dangerous
3. d. keeping from harm
4. a. poisonous
5. c. having a change of air

Exercise II

(one or more of the following for each question)

1. earplugs, gloves, eye protection
2. from their supervisor, from reading Perdue's safety materials, from warnings and signs
3. the supervisor
4. bend knees, hug the load, let legs do lifting
5. the supervisor

SOMETHING TO READ AND DO

Exercise I

1. P
2. P
3. W
4. W
5. W
6. P
7. W
8. P
9. W
10. W

Exercise II

EMPLOYERS
VENTILATION
EARPLUGS
PROTECTIVE
TRAINING

EMPLOYEES
WARNINGS
EXTINGUISHERS
ATTENTION
HAZARDS

Exercise III

(answers will vary)

PERDUE
SAFETY ON THE JOB

UNIT EVALUATION

Fill in the blank with a number from 1 to 5:

5 - definitely
4 - most of the time
3 - some of the time
2 - seldom
1 - never

__________ I learned something new about safety at Perdue by doing this unit.

__________ I learned some new words and terms by doing this unit.

__________ I enjoyed doing the exercises in this unit.

__________ I would encourage others to do this unit.

Complete each of the following sentences:

If I could change something about this unit, I would ________

____

____

This unit will help me in the future when ____________________

____

Readabilities for: SAFETY UNIT

Readability Formula	Sample Number 1	2	3	4	5	6	Average
SPACHE	4+	3.2	4+				Invalid
DALE-CHALL	8.0	7.0	8.8				7.9
FRY	5	6	6				6
FLESCH	77	79	75				77
RAYGOR	5	5	9				6
FOG	8	9	9				9
SMOG	8.4	8.4	8.4				8.4

WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

SECTION III
ROCCO ENTERPRISES, INC.

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Career Enhancement Program
James Madison University
Harrisonburg, Virginia

Rocco, Inc. Workplace Curriculum

Key: - (began practicing), + (can do well), NC (not covered)

Module/ CCP Competency	Materials	Basic Skills (Exercises may combine two or more basic skills.)	Progress
I. Benefits 1.1.2.4.	Workplace Curriculum using Rocco's Benefits Package	a. demonstrate knowledge of technical terms used in benefits package	
		Vocabulary Exercise 1	__________
		Vocabulary Exercise 2	__________
		Vocabulary Exercise 3	__________
		Vocabulary Exercise 4	__________
		Vocabulary Exercise 5	__________
		Vocabulary Exercise 6	__________
		Crossword Puzzle 1	__________
		Crossword Puzzle 2	__________
		b. - identify key benefits offered by Rocco - recognize and discriminate between kinds of insurance offered by Rocco - read with comprehension employee materials	
		Comprehension Exercise 1	__________
		Comprehension Exercise 2	__________
		Comprehension Exercise 3	__________
		Comprehension Exercise 4	__________
II. Drug and Alcohol Policy 1.1.2.4.	Workplace Curriculum using Rocco's Drug and Alcohol Policy	c. use vocabulary of Rocco's drug and alcohol policy	
		Vocabulary Exercise 1	__________
		Vocabulary Exercise 2	__________
		Vocabulary Exercise 3	__________
		Crossword Puzzle	__________
		d. - read with comprehension Rocco's drug and alcohol policy - demonstrate knowledge of policy	
		Comprehension Exercise 1	__________
		Comprehension Exercise 2	__________

Employee ____________________ Teacher ____________________ Date began ________ Date completed ________

III. Safety 1.2.2.3.	Workplace Curriculum using Rocco, Inc.: Safety on the Job	discriminate between employer and employee safety responsibilities Exercise 1	__________
		f. demonstrate understanding of vocabulary in Rocco's safety policy Exercise 2	__________
		g. demonstrate writing skills in creative writing exercise Exercise 3	__________
IV. Language Experience 2.1.3.4.7.	Poultry Plant Dialogues, "On the Job with John"		
	"At the Timeclock"	h. read with understanding dialogue with vacation policy theme	__________
	"In the Breakroom"	i. read with understanding dialogue with safety equipment theme	__________
	"In the Human Resources Department Office"	j. read with understanding dialogue with insurance deductible information	__________
	"On the Line"	k. read with understanding dialogue with personal leave information	__________
	"On the Way Home"	l. read with understanding dialogue with drug and alcohol policy theme	__________
	"In the Cafeteria"	m. read with understanding dialogue with cafeteria menu information	__________
	"In the Cafeteria Line"	n. read with understanding dialogue with cafeteria menu information	__________
V. Math 2.1.3.3.2.	Rocco Turkeys, Inc. Cafeteria Math: Breakfast and Lunch Scenarios	o. read scenarios and solve math problems	
		Scenario 1	__________
		Scenario 2	__________
		Scenario 3	__________
		Scenario 4	__________
		Scenario 5	__________

Employee ____________________ Teacher ____________________ Date began ________ Date completed ________

WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

SECTION III
ROCCO ENTERPRISES, INC.

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ROCCO
WORKPLACE CURRICULUM using ROCCO'S BENEFITS PACKAGE

LINDA GNAGEY
CURRICULUM WRITER

CAREER ENHANCEMENT PROGRAM
JAMES MADISON UNIVERSITY

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ROCCO
WORKPLACE CURRICULUM using ROCCO'S BENEFITS PACKAGE

INTRODUCTION

The ROCCO Workplace Curriculum is based on the actual benefits offered by Rocco to its employees. The benefits have been consolidated in a "package" and rewritten to a low readability level to insure access for beginning readers as well as to allow practice reading for more able readers. Aside from capturing the learners' attention and interest, this reading material and the learning exercises following it instruct Rocco employees in the details of the benefits offered to them by their company. Additionally, this curriculum provides instruction in vocabulary, both common and technical, which is part of the benefits package.

As Rocco employees use workplace curriculum, they will see a close connection between "classroom work and "on-the-job" work which will bring a relevance to learning. Motivation and skill development in the classroom will improve, as well as motivation, self-image and performance in the work setting at Rocco.

OBJECTIVES

The Rocco Workplace Curriculum seeks to satisfy the objectives listed below.

Behavioral Objectives
The learner will be able:

1. to identify key benefits offered by Rocco to its employees.

2. to recognize and discriminate between the several kinds of insurance (medical insurance, disability insurance and life insurance) offered by Rocco to its employees.

3. to read with comprehension employee materials at the third-fourth grade level.

4. to demonstrate knowledge of technical terms used in the explanation of Rocco's benefits package.

CCP Competencies:

1. Unit 2.1.1.4.2: Pay, Benefits and Unions
   Lesson 2.1.1.4.2.3: Fringe Benefits

2. Unit 2.2.2.3.3: Insurance
   (lessons on health insurance, life insurance)

3. Level 2.3.1.4: Job Holding
   Unit 2.3.1.4.2: Financial Requirements
   Lesson 2.3.1.4.2.2: Fringe Benefits

4. Level 2.3.2.3.: Banking, Credit, Taxes and Insurance
   Unit 2.3.2.3.4: Insurance

5. Unit 1.2.1.4.3: Banking, Insurance and Taxes
   Lesson 1.2.1.4.3.8: Insurance

MATERIALS

The Rocco Workplace Curriculum has the following components in written form:

1. Pretest
2. Vocabulary
   - list of all words used in the benefits package
   - definitions of words used in vocabulary instruction/exercises
   - vocabulary exercises
   - crossword puzzles
3. Benefits, re-written to a third-fourth grade level
4. Exercises concerning comprehension of benefits
5. Post-test
6. Answer Key
7. Unit Evaluation (for use by the student)
8. Supervisor Feedback Form (for use by the student's supervisor)

The crossword puzzles used for vocabulary instruction/practice are available for use on Apple II GS disks.

SUMMARY OF READABILITIES

Readability levels of the Rocco Workplace Curriculum were calculated using seven formulas by the Britannica Computer Based Learning software program.

The Spache formula indicated a 3.1 readability average for the curriculum. The material is most likely at the primary level and results from the Dale-Chall and Smog formulas should be ignored as they cannot estimate primary levels. The Flesch formula average of 90 indicates "easy" reading material.

It is estimated that the readability level for the Rocco Workplace Curriculum is approximately third-fourth grade level.

Readabilities for: ROCCO BENEFITS

Readability Formula	Sample Number 1	2	3	4	5	6	Average
SPACHE	2.8	3.5	3.1				3.1
DALE-CHALL	7.8	8.0	7.2				7.7
FRY	3	6	3				4
FLESCH	98	82	92				90
RAYGOR	4	5	4				4
FOG	8	10	6				8
SMOG	8.4	8.4	3.0				6.6

LEARNING ACTIVITIES

The Rocco Workplace Curriculum includes learning activities relating to the vocabulary, both common and technical, which is a part of the benefits package and learning activities relating to comprehension of the benefits package itself.

The benefits package is written to a low readability level so as to enable students to read the material independently. Exercises following the benefits package refer to the benefits.

Exercises include the following forms:

Vocabulary Instruction:
- alphabetical order
- filling in the blanks'
- dividing of compound words
- creative writing
- crossword puzzles (on paper or on computer)

Benefits Package Instruction:
- problem-solving
- filling in the blanks
- yes or no answer
- creative writing

EXTENSION OF LEARNING

There are many possibilities for extension of vocabulary instruction using the complete list of vocabulary words found in the benefits package. Instruction could include identification of parts of speech, noting that several words in the package are used as both nouns and verbs, and use of verb tense, noting that some verbs are used in both the past and present tenses.

To extend learning concerning the benefits package instruction, the learner may bring questions which he/she has concerning specific situations involving benefits offered by Rocco. The learner and teacher may work together to solve inquiries/problems concerning the situations.

There are many creative writing opportunities using the list of vocabulary words and/or the benefits package material. Scenerios, real or imaginary, of vacations, holidays, leaves from work, etc. would offer practice in both writing and reading and could be done individually or in pairs.

EVALUATION

Evaluation plays an integral role in the Rocco Workplace Curriculum as it provides feedback concerning the learner's progress in meeting his or her learning goals and feedback concerning the worker's progress in meeting Rocco's goals for understanding of the benefits package. Evaluation additionally gives information to the instructor and the curriculum writer concerning adjustments to the instruction and/or the curriculum which may be needed to meet these goals.

The two areas of evaluation included in the Rocco Workplace Curriculum are:

1. Evaluation of realization of behavioral objectives by:
    a. practice exercises
    b. post-test
    c. unit evaluation (by student)
    d. supervisor feedback form

2. Evaluation of the unit, concerning:
    a. unit clarity and continuity
    b. unit relevance to workplace tasks

The specific exercises and forms mentioned above are necessary for documentation of mastery of objectives, but informal ongoing evaluation is necessary as well for the learner, instructor and curriculum writer.

ROCCO BENEFITS
PRETEST

Exercise I.

Match the following words with the correct definitions:

_____ 1. benefit

_____ 2. compensation

_____ 3. subpoena

_____ 4. dismemberment

_____ 5. tuition

a. the loss of sight or limb

b. pay after work is done

c. anything which is good

d. the money paid to go to school

e. order to appear in court

Exercise II.

Put a check mark before each of the following benefits at Rocco which is free:

_____ 1. 3 days of funeral leave for a stepparent's death

_____ 2. dental care plan

_____ 3. tuition and books for a job-related course

_____ 4. Labor Day holiday

_____ 5. 2 weeks of vacation for 2 years of work

ROCCO BENEFITS
VOCABULARY LIST

Basic Vocabulary

a, an
about
added
adult
after
age
also
amount
and
answer
any
are
as
at
away
balance
base
basic
be
because
better
between
book(s)
brother
buy
called
can
care
chart
check(s)
child
class(es)
company
continued
cost
cover(s), covered
day(s)
death
decide(s)
die
difference
dollar(s)
during
each
end
event
ever, every
extra
eye

family
first
following
for
fourth
from
get
give(s), given
gladly
grade
have
help(s)
hour(s), hourly
if
in
income
is
its
job
join
kind(s)
least
leave(s)
lending
life
lose
make
many
may
member
money
month(s)
more
most
must
name
need
next
not
of
off
offer
on
once
only
or
parent, parent-in-law
part
pay(s), paid, payment
per
plan(s)
question(s)
quit
rate

receive
rest
see
share(s), sharing
sister
small
so
start(s)
take
talk
tell
that
the
there
these
this
those
through
time(s)
to
up
used
want
way
week(s), weekly
well
when
will
with
work(s), worker, worked, working, non-working
would
year(s)
you, your

More Difficult Vocabulary

accident, accidental
account
annual
approval
benefit(s)*
compensation*
comprehensive*
contact
contact lense(s)
course(s)
degree
dental
disability, disabled*
dismemberment*
duty
education, educational
encourage(s)

equal
example
exam(s)
expense(s)
fixed
floating*
funeral
generic*
glasses
holiday(s)
hospital, hospitalization, non-hospitalized
illness
immediately
increase
injury
insurance
interest
jury
knowledge
language
limb
major
management
medical
normal
opportunity(ies)
optical*
permanently
presciption(s)
president
profit
quarter
regular
related
retire, retirement
rounded
second
serious
service
sight
site(s)
skill(s)
spouse
subpoenaed*
supervisor
support
survivor(s)
thousand
totally
trial
tuition*
vacation
witness

*definitions follow

Compound Words

brand name
fulltime
grandparent
paycheck
short-term
sometime
stepbrother
stepchild
stepparent
stepsister
weekend

Proper Nouns/Phrases

Career Enhancement Program.
Christmas
English
Human Resources Department
January
July 4th.
Labor Day
Medicare
Memorial Day
New Year's Day
Rocco('s)
Social Security
Thanksgiving

Definitions

1. Benefit(s): anything which is for the good of a person.
   A week's vacation each year is an important benefit of working at Rocco.

2. Compensation: pay after work is done
   Rocco gives compensation to its workers each week.

3. Comprehensive: including all
   The test at the end of the year was comprehensive of the whole year's work.

4. Disability: a weakness, a handicap
   Disabled: to have a disability
   Blindness is a terrible disability. She is disabled because she is blind.

5. Dismemberment: the loss of sight or limb (arm or leg)
   He experienced the dismemberment of his arm in the car accident.

6. Floating: can be moved easily
   There is one floating holiday at Rocco.

7. Generic: not sold under a brand name
   I buy generic brand foods because they cost less than brand name foods.

8. Optical: having to do with vision (being able to see)
   He had an optical test and found out he needed glasses.

9. Subpoenaed: ordered to appear in court
   She was subpoenaed to court because she saw the robbery.

10. Tuition: the money paid to go to school
    The student could not afford tuition to go to college.

ROCCO BENEFITS
VOCABULARY EXERCISES

Exercise I.

Put the following words in alphabetical order:

medical ____________________

encourages ____________________

regular ____________________

courses ____________________

trial ____________________

opportunities ____________________

glasses ____________________

witness ____________________

knowledge ____________________

injury ____________________

Exercise II.

Put the following words in alphabetical order:

degree ____________________

normal ____________________

jury ____________________

vacation ____________________

limb ____________________

second ____________________

accidental ____________________

hospital ____________________

president ____________________

funeral ____________________

Exercise III.

Choose the word from the list below that best replaces the underlined word or phrase in each sentence:

______________________ 1. The student took a vision test because she had trouble seeing the blackboard.

______________________ 2. After getting glasses, the student said that she no longer had a handicap in class.

______________________ 3. The glasses proved to be a good thing for her.

______________________ 4. The student said that poor eyesight is better than the loss of sight completely.

______________________ 5. She chose non-namebrand eyeglasses rather than designer labels.

benefit
disability
dismemberment
generic
optical

______________________ 6. The company supervisor was ordered to appear in court for a trial involving an employee.

______________________ 7. Fortunately, the supervisor received pay for his time away from work.

______________________ 8. Unfortunately, the pay was not including all of his regular pay.

______________________ 9. He said the trial was such a learning experience that he should have paid money to learn!

______________________ 10. He suggested that workers use their easily moveable holiday for learning experiences such as his.

compensation
comprehensive
floating
subpoenaed
tuition

Exercise IV.

Each of the following words refers to a person. Use each word in a sentence that tells about the person.

1. president ______________________________

2. spouse ______________________________

3. supervisor ______________________________

4. survivor ______________________________

5. witness ______________________________

Exercise V.

The pairs of words are alike in some way. Choose a word from the list below that could be added to each pair.

1. pay, salary, ______________

2. loss of part of body, cutting away, ______________

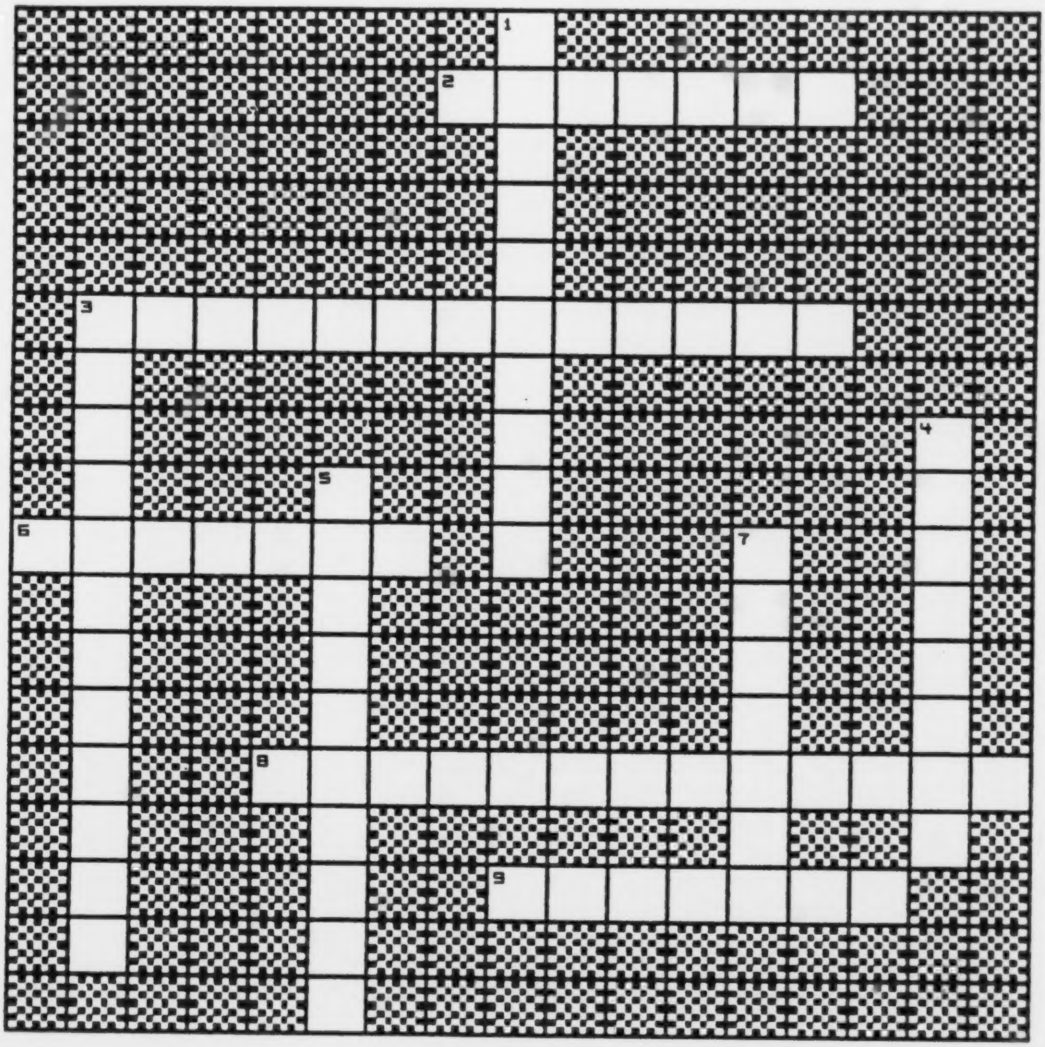
3. good thing, advantage, ______________

4. handicap, weakness, ______________

5. including all, inclusive, ______________

benefit
compensation
comprehensive
disability
dismemberment

ROCCO BENEFITS I.



ACROSS CLUES

2. the money paid to go to school
3. including all
6. anything which is for the good of a person
8. the loss of sight or limb
9. having to do with vision

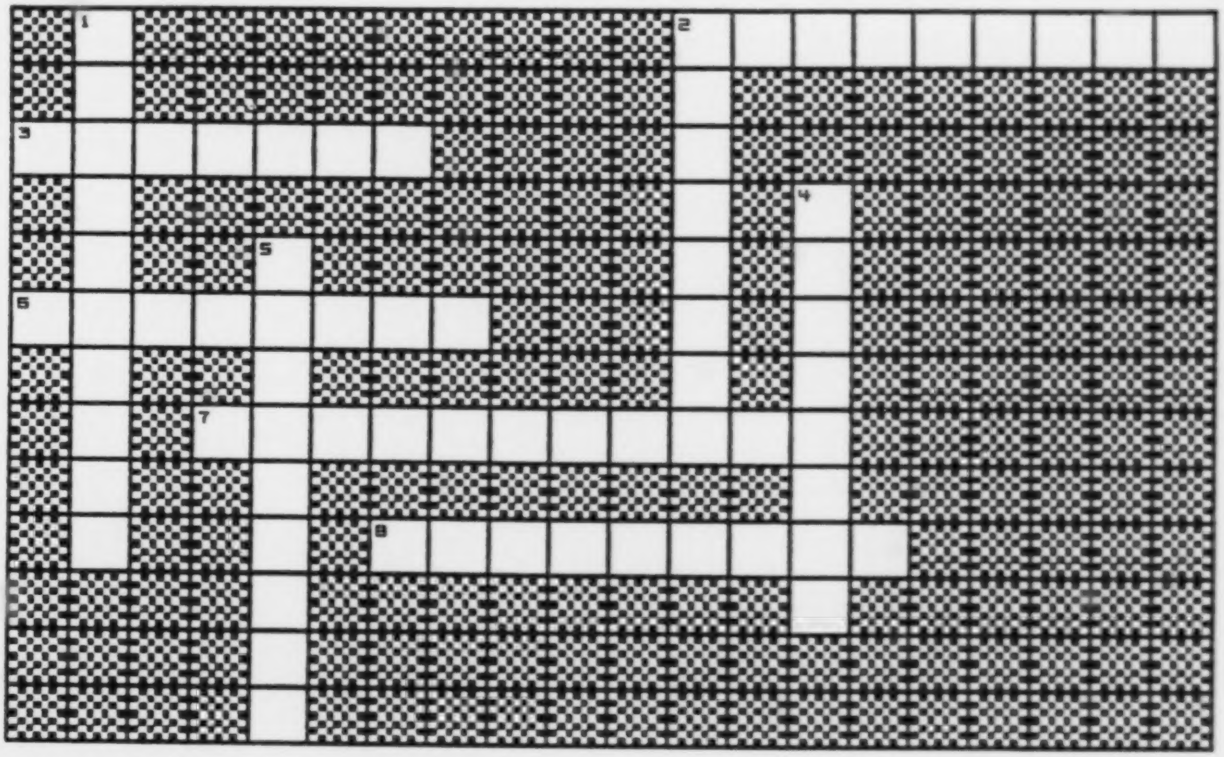
DOWN CLUES

1. ordered to appear in court
3. pay after work is done
4. to be moved easily
5. a weakness or handicap
7. not sold under a brand name

WORD LIST: ROCCO BENEFITS I.

BENEFIT
COMPREHENSIVE
COMPENSATION
DISMEMBERMENT
DISABILITY
FLOATING
GENERIC
OPTICAL
SUBPOENAED
TUITION

ROCCO BENEFITS II.



ACROSS CLUES

2. a child of one's husband or wife by a former marriage
3. Saturday and Sunday as a time for recreation
6. money given for work done

7. grandfather or grandmother
8. the name of a product that cannot be used by any other

DOWN CLUES

1. stepfather or stepmother
2. at one time or another
4. for the normal working day
5. for a brief time

WORD LIST: ROCCO BENEFITS II.

BRANDNAME
FULLTIME
GRANDPARENT
PAYCHECK
SHORTTERM
SOMETIME
STEPCHILD
STEPPARENT
WEEKEND

ROCCO BENEFITS

You get a **PAYCHECK** for your work at Rocco.
You also get many **BENEFITS** for your work at Rocco.

If you are a full-time, regular, hourly worker at Rocco, your benefits are:

1. Vacation Time
2. Paid Holidays
3. Leaves from Work
4. Medical Insurance
5. Disability Insurance
6. Life Insurance
7. Profit Sharing
8. Educational Opportunities

****

1. Vacation Time

On January 1 of each year, you get the following paid vacation:

If you have worked 2 to 6 months, you get 2 days of vacation.
If you have worked 6 to 11 months, you get 4 days of vacation.
If you have worked 11 months to 3 years, you get 1 week of vacation.
If you have worked 3 to 7 years, you get 2 weeks of vacation.
If you have worked 8 to 14 years, you get 3 weeks of vacation.
If you have worked 15 years or more, you get 4 weeks of vacation.

****

2. Paid Holidays

You get 7 paid holidays at Rocco:

- New Year's Day
- Memorial Day
- July 4th.
- Labor Day
- Thanksgiving
- Christmas
- Floating Holiday

If a holiday is on a weekend, the company president decides when the holiday will be.

****

3. Leaves from Work

You may need a leave from work sometime.

There are 2 kinds of leaves at Rocco:

- Funeral Leave
- Jury Duty

a. Funeral Leave

You may take time off work for a funeral when there is a death in your family:

a spouse
a child or stepchild
a parent or stepparent or parent-in-law
a grandparent
a brother or sister or stepbrother or stepsister

You will be paid for 3 days if the funeral is on a working day. You will be paid for 2 days if the funeral is on a non-working day.

b. Jury Duty

If you are called to jury duty during work (or if you are subpoenaed as a witness in a trial), Rocco will pay you the difference between your regular pay and the pay you get from jury duty.

****

4. Medical Insurance

Medical insurance covers most hospital and medical expenses for you and your family. Medical insurance covers illness and injury away from work.

Rocco shares the cost of the plan with you. The plan is "comprehensive." After you pay $200 for each family member (up to $400), the plan pays 90% of covered medical expenses. The most you ever pay is $600 a year for a serious illness and $1800 a year for your family for covered expenses.

You may get medical insurance the first of the month after 30 days of work.

If you have the medical insurance plan, you may also be a part of the following plans:

- Dental Care Plan
- Optical Care Plan
- Prescription Plan

a. Dental Care Plan

The dental care plan helps to pay for dental work and for major dental expenses.

You pay a small weekly cost to be a part of this plan.

The plan pays a fixed amount for each service. You pay the rest.

b. Optical Care Plan

The optical care plan helps to pay for eye exams and glasses or contact lenses.

You pay a small weekly cost to be a part of this plan.

The plan pays a fixed amount for each service. You pay the rest. The benefits can be used once every 2 years.

c. Prescription Plan

Prescriptions are paid for with Rocco's prescription plan. You pay only $2 for each "generic" prescription and $6 for each "brand name" prescription.

You pay a small weekly cost to be a part of this plan.

****

5. Disability Insurance

Disability insurance gives you a paycheck when you are not at work because of an accident or injury away from work.

Rocco pays for short-term disability insurance - after 30 days of work.

If you are disabled, you will receive $125 each week for up to 26 weeks. The payment starts on the first day of an "accidental injury or hospitalization" and the fourth day of a "non-hospitalized illness".

****

6. Life Insurance

Life insurance gives money to those you support in the event of your death.

Rocco pays for:

- Basic Life Insurance
- Accidental Death and Dismemberment Insurance

You may buy more life insurance if you want to.

a. Basic Life Insurance

Basic life insurance is your base hourly rate times 2000 times 1.5, rounded up to the next thousand dollars.

For example, if you make $6 per hour, your life insurance would be $6 X 2000 X 1.5 or $18,000.

b. Accidental Death and Dismemberment Insurance

If you would die in an accident, this plan would pay an extra amount equal to your life insurance.

If you would lose your sight or a limb in an accident, you would get a benefit.

****

7. Profit Sharing: 401K

Profit sharing is a way to plan for income after retirement.

You may join the 401K Profit Sharing Plan at the end of any quarter. The Human Resources Department will contact you when you may join.

You may give from 1 - 15% of your annual pay to profit sharing.

Rocco may give to the plan as well. You must give at least 3% for Rocco to give.

You may get this money only if you:
- retire (normal retirement: age 65)
- quit the company
- die or are permanently and totally disabled
  (You or your survivors will get the balance.)

If you want to get the money that Rocco added to your account, see the chart:

Years of Work	You may get
0-2	0%
3	20%
4	40%
5	60%
6	80%
7	100%

Checks are given in January of each year only.

****

8. Educational Opportunities

Rocco encourages you to increase your job related skills and knowledge through continued education.

Rocco will pay for the cost of books and tuition for job related courses or for courses leading to a degree. You must have approval from management and you must have a grade of "C" or better.

Rocco also works with JMU's Career Enhancement Program to offer the following classes at Rocco's work sites:

- English as a Second Language Classes
- G.E.D. Classes

Talk with Rocco's Human Resources Department if you have interest in any of these classes.

****

NOTE:

1. Rocco pays for worker's compensation insurance and for social security for each of its workers. You must tell your supervisor of any injury immediately so care can be given.

2. Rocco's Human Resources Department or your supervisor at Rocco will gladly answer any questions you have about your benefits at Rocco.

ROCCO BENEFITS
EXERCISES

Exercise I.

There are 5 stories below about a worker at Rocco.

- Read each story.
- Write the name of the Rocco benefit used in the story.
- Write yes or no: Is the benefit used correctly?

Here is the list of benefits for Rocco workers:

Vacation Time
Paid Holidays
Leaves from Work
Medical Insurance
Disability Insurance
Life Insurance
Profit Sharing
Educational Opportunities

Story 1.

Janet's grandfather died and Janet asked for 3 days off work to go to the funeral in Ohio. The funeral was on a Tuesday.

Benefit ______________________________

Is she using the benefit OK? ____________________

Story 2.

Janet has worked at Rocco for 2 years. She is planning a 2 week family trip to Florida to visit Disneyworld.

Benefit ______________________________

Is she using the benefit OK? ____________________

Story 3.

Janet pays the extra weekly cost to get eye exams from Rocco's benefit plan. She decided to get contact lenses a month after getting new glasses.

Benefit ______________________________

Is she using the benefit OK? ____________________

Story 4.
Janet wants to save for her son's college education so she is putting 10% of her pay each week into Rocco's savings plan.

Benefit ____

Is she using the benefit OK? ________________________

Story 5.
Janet and her husband are spending the Thanksgiving holiday on a 2 day trip to Washington, D.C.

Benefit ____

Is she using the benefit OK? ________________________

Exercise II.
Fill in the blanks to answer the following questions:

1. If someone has worked for 10 years at Rocco, how many weeks of vacation does the person get?

____

2. Who decides when the Christmas holiday will be if Christmas is on a Sunday?

____

3. How many days of leave does a worker get paid for when his/her father dies?

____

4. How many days must someone work at Rocco before being able to buy medical insurance?

____

5. How much does someone pay for a "generic" prescription with Rocco's prescription plan?

____

6. Who pays for disability insurance- the worker or Rocco?

____

7. Who pays for life insurance- the worker or Rocco?

____

8. Who contacts a worker when he/she may join the profit sharing plan?

____

9. How much must a worker give to profit sharing before Rocco will give to his/her profit sharing?

____

10. What will Rocco pay for if a worker begins a job related course?

____

Exercise III.

Write yes or no before each of the following sentences:

__________ 1. Rocco gives a paycheck to someone not at work because of an accident away from work.

__________ 2. President's Day is a Rocco holiday.

__________ 3. Rocco pays a fixed amount for each dental service in the dental care plan.

__________ 4. If someone has worked for 2 months at Rocco, he/she gets 2 days of vacation.

__________ 5. Life insurance is the same for all Rocco workers.

__________ 6. A worker is paid for only 2 days of funeral leave when a funeral is on a non-working day.

__________ 7. Rocco pays only for courses workers take and get an "A" grade for.

__________ 8. Workers must pay for life insurance each week.

__________ 9. Rocco will pay for the difference between regular pay and the pay from jury duty.

__________ 10. Workers pay a small weekly cost for Rocco's dental care plan.

Exercise IV.

Finish each of the following sentences by writing a short story from your life:

1. On my last vacation I ______________________________

____

____

____

____

2. One time when my family used insurance was when ________

____

____

____

____

3. If I had to use all my profit sharing money to buy something, I would ______________________________

____

____

____

____

4. Next Christmas I want to ______________________________

____

____

____

____

5. I would like to take a free class to learn how to _____

____

____

____

ROCCO BENEFITS
POST-TEST

Fill in each blank with the best word from the list below:

- benefits
- compensation
- comprehensive
- disabled
- dismemberment
- floating
- generic
- optical
- subpoenaed
- tuition

You get a pay check or ____________________ each week for your work at Rocco. You also get many ____________________ for your work at Rocco. There are six planned holidays at Rocco and one ____________________ holiday. You could get a leave from work if you are ____________________ to be a witness in a trial. Rocco's ____________________ medical plan is another good benefit as it covers most illnesses and injuries away from work. The prescription plan which can be part of the medical plan covers ____________________ prescriptions and brand name prescriptions. The ____________________ care plan helps to pay for eye exams and glasses. If you are ____________________ in an accicent or injury, Rocco will continue to give you a paycheck for up to 26 weeks. Besides basic life insurance, Rocco buys accidental death and ____________________ insurance in case of death or loss of sight or limb in an accident. Another benefit is the payment of books and ____________________ if you take a job-related course.

ROCCO
BENEFITS UNIT EVALUATION

(To be done orally)

Fill in the blank with a number from 1 to 5:

5 - definitely
4 - most of the time
3 - some of the time
2 - seldom
1 - never

_____ I learned something new about the benefits of working at ROCCO by finishing this unit.

_____ I learned some new words by finishing this unit.

_____ I enjoyed doing the exercises and puzzles in this unit.

_____ I would encourage others to do this unit.

_____ This unit will help me in the future to know about my benefits.

Complete each of the following sentences:

If I could change something about this unit, I would ________

____

____

This unit will help me in the future when ________________

____

____

ROCCO
WORKPLACE CURRICULUM using ROCCO'S BENEFITS PACKAGE

SUPERVISOR FEEDBACK FORM

ROCCO employee, ______________________________, has completed a unit of workplace curriculum from the Career Enhancement Program.

From your perspective as this employee's supervisor, please fill in each blank with a number from 1 to 5: 5-definitely, 4-most of the time, 3-some of the time, 2-seldom, 1-never.

_____ The employee's work attitudes and motivation have improved in recent weeks following the instruction of workplace curriculum.

_____ The employee's understanding of ROCCO's benefits has improved in recent weeks following the instruction of workplace curriculum.

_____ The employee has talked positively about the instruction from workplace curriculum.

_____ The employee has encouraged others to consider the Career Enhancement Program option which uses workplace curriculum.

From your knowledge of the employee's job tasks and situations, could you list specific kinds of problems which would be helpful for your employee(s) to receive future instruction in.

____

____

____

____

____

____

ROCCO BENEFITS
ANSWER KEY

Pretest

Exercise I.

1. c
2. b
3. e
4. a
5. d

Exercise II.

1. /
2. no
3. /
4. /
5. no

Vocabulary Exercises

Exercise I.

courses
encourages
glasses
injury
knowledge
medical
opportunities
regular
trial
witness

Exercise II.

accidental
degree
funeral
hospital
jury
limb
normal
president
second
vacation

Exercise III.

1. (an) optical
2. disability
3. benefit
4. dismemberment
5. generic

6. subpoenaed
7. compensation
8. comprehensive
9. tuition
10. floating

Exercise IV.

answers will vary

Exercise V.

1. compensation
2. dismemberment
3. benefit
4. disability
5. comprehensive

Exercise VI.

1.	brand	name
2.	full	time
3.	grand	parent
4.	pay	check
5.	some	time
6.	step	brother
7.	step	child
8.	step	parent
9.	step	sister
10.	week	end

Benefits Exercises

Exercise I.

Story 1.
Leaves from Work - Funeral Leave
yes
Story 2.
Vacation Time.
no
Story 3.
Medical Insurance - Optical Care Plan
no
Story 4.
Profit Sharing
yes
Story 5.
Paid Holidays
no

Exercise II.

1. 3 weeks
2. the company president
3. 3 days
4. 30 days
5. $2
6. Rocco (after 30 days of work)
7. Rocco
8. the Human Resources Department
9. 3%
10. books and tuition

Exercise III.

1. yes
2. no
3. yes
4. yes
5. no
6. yes
7. no
8. no
9. yes
10. yes

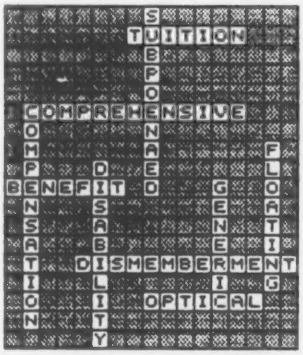
Exercise IV.

use teacher discretion

Post-test

compensation
benefits
floating
subpoenaed
comprehensive
generic
optical
disabled
dismemberment
tuition

ANSWERS: ROCCO BENEFITS I.



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	S				A							N			T	
	A				B							E			I	
	T			D	I	S	M	E	M	B	E	R	M	E	N	T
	I				L							I			G	
	O				I			O	P	T	I	C	A	L		
	N				T											
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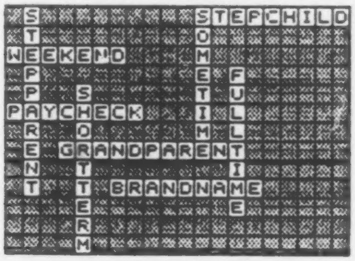
ANSWERS: ROCCO BENEFITS II.



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	P										E		F						
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	R			O							M		L						
	E		G	R	A	N	D	P	A	R	E	N	T						
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				E									E						
				R															
				M															

WORKPLACE CURRICULUM using ROCCO'S DRUG AND ALCOHOL POLICY

PAT MARTIN
CURRICULUM WRITER

CAREER ENHANCEMENT PROGRAM
JAMES MADISON UNIVERSITY

TO THE TEACHER

This unit of ROCCO'S WORKPLACE CURRICULUM is based on ROCCO'S actual drug and alcohol policy. It has been rewritten to a low readability level in order to offer beginning and low level readers extra reading practise using a topic that should be of interest to them. Instruction in vocabulary is also provided using words taken from the actual drug and alcohol policy.

OBJECTIVES

The learner will be able:

1. to read with comprehension ROCCO'S Drug and Alcohol Policy at the 3-4 grade level.

2. to demonstrate knowledge of ROCCO'S expectations of employees in regard to the Drug and Alcohol Policy.

3. to recognize and use vocabulary presented in the explanation of ROCCO'S Drug and Alcohol Policy.

MATERIALS

1. Pretest
2. Vocabulary
    - list of all words used in drug and alcohol policy
    - definitions of words used in vocabulary instruction/exercises
    - vocabulary exercises
    - word find puzzle
    - crossword puzzle
3. Drug and Alcohol Policy, rewritten to a third-fourth grade level
4. Reading comprehension exercises
5. Answer Key
7. Unit Evaluation (for use by the student)

The crossword puzzle used for vocabulary instruction/practice are available for use on Apple II GS disks.

ROCCO, INC.
DRUG AND ALCOHOL POLICY
PRETEST

Part one: Match the word with its meaning.

1.______ workplace	a. well, not sick
2.______ healthy	b. plan for action
3.______ illegal	c. the place one works
4.______ policy	d. job ended
5.______ fired	e. against the law

Part two: Write a short answer.

1. What will happen if a worker has, uses, buys or sells drugs or alcohol at work?

2. What test must a worker take before he/she can work at ROCCO?

3. What may happen if a worker has an accident at work?

4. Where can a worker go for help if he/she has a drug or alcohol problem?

ROCCO, INC.
DRUG AND ALCOHOL POLICY
VOCABULARY

KNOWN WORDS

a
about
an
and
are
ask
at
away
be
buy
cares
come
do
drug(s)
drunk
for
give
have
health
help
hired
if
in
is
its
keep
make
may
name
not
of
on
or
our
problem
safe
safety
says
sell
tested
testing
the
to
use
way
we
when
will
with
work
workers
workplace
you
your

NEW WORDS FOR INSTRUCTION

accident
alcohol
careless
chosen
cooperate
fired
healthy
high
Human Resources
Office
illegal
policy
random
unusual

OTHER IDEAS FOR INSTRUCTION

verbs: ask, buy, care, come, cooperate, do, give, have, help, hire, make, say, sell, test, use.
Teach present, past and past participle forms.
Use in constructing sentences.
Teach how to change verbs that end in e to ing form:
care-caring, come-coming, cooperate-cooperating, give-giving, have-having, hire-hiring, make-making, use-using.

prepositions: about, at, for, in, of, on, to, with.

ROCCO, INC.
DRUG AND ALCOHOL POLICY
VOCABULARY DEFINITIONS

1. accident: unplanned happening, can be unlucky or harmful.
Jean had an accident at work. She cut her finger with the electric knife.

2. alcohol: a drink such as beer, wine or whiskey
You can get drunk if you drink alcohol.

3. careless: not thinking about what one says or does; not careful.
Henry was careless when he drove 55 mph through town.

4. chosen: marked for special treatment.
He was chosen to be the leader of the team.

5. cooperate: to work together with others for the good of all.
We didn't win the game because Sally would not cooperate.

6. fired: no longer paid to work, job ended.
She was fired because she sold drugs at work.

7. healthy: well, not sick.
Jane is so healthy that she never misses any days of work.

8. high: a false feeling of happiness caused by taking drugs.
Getting high made Joe forget about his problem with his supervisor.

9. illegal: against the law.
Cocaine is an illegal drug.

10. policy: plan for action.
It is the policy of ROCCO to give drug tests to all new workers.

11. random: with no plan for choosing.
His name was chosen in a random lottery and he won $100.00.

12. unusual: unexpected.
It is unusual to wear a swimsuit to work.

ROCCO, INC.
DRUG AND ALCOHOL POLICY
VOCABULARY EXERCISES

EXERCISE ONE:

Put the best work in the blank.

healthy fired alcohol policy illegal

1. My son is ________________. He has not been sick for three years.
2. Driving 45 mph through the city of Harrisonburg is ____________________.
3. This company has a ______________ of testing new workers for drugs.
4. Joe drank _________________ at a party so he asked his friend to drive home.
5. She was ____________________ because she used illegal drugs at work.

EXERCISE TWO:

Match the words and meanings.

_______1. careless	a. with no plan for choosing
_______2. accident	b. work together
_______3. cooperate	c. not careful
_______4. random	d.marked for special treatment
_______5. chosen	e. unplanned happening

ROCCO, INC.
DRUG AND ALCOHOL POLICY
VOCABULARY EXERCISES

EXERCISE THREE: WORD FIND

A	C	O	O	P	E	R	A	T	E
C	A	H	R	F	I	R	E	D	U
C	A	R	E	L	E	S	S	P	N
I	L	C	A	A	S	D	L	O	U
D	C	O	H	N	L	B	P	L	S
E	O	S	M	O	D	T	H	I	U
N	H	F	R	I	S	O	H	C	A
T	O	H	I	G	H	E	M	Y	L
I	L	L	E	G	A	L	N	R	K

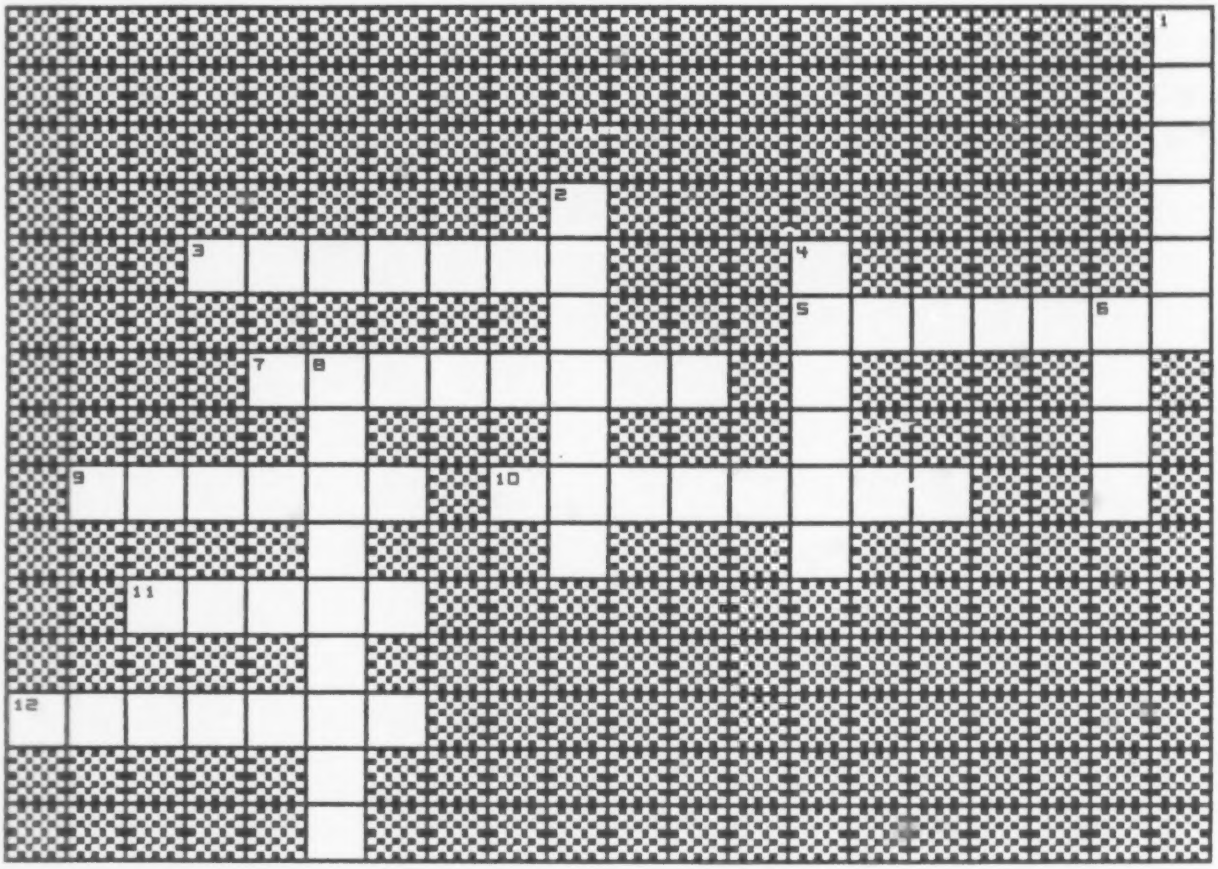
FIND THESE WORDS:
Look for the words across, down and diagonally.

ACCIDENT
ALCOHOL
CARELESS
CHOSEN

COOPERATE
FIRED
HEALTHY
HIGH

ILLEGAL
POLICY
RANDOM
UNUSUAL

[illegible]OCCO DRUG POLICY



ACROSS CLUES

3. beer, wine, whiskey
5. well, not sick
7. unplanned happening
9. with no plan for choosing
10. not careful
11. job ended
12. unexpected

DOWN CLUES

1. plan for action
2. against the law
4. marked for special treatment
6. a false feeling of happiness
8. work together

WORD LIST: ROCCO DRUG POLICY

ACCIDENT
ALCOHOL
[illegible]ARELESS
[illegible]HOSEN
COOPERATE
FIRED
HEALTHY
HIGH
ILLEGAL
POLICY
RANDOM
UNUSUAL

ROCCO, INC.

DRUG AND ALCOHOL POLICY

ROCCO cares about the health and safety of its workers. We have a drug and alcohol policy to make our workplace safe and keep our workers healthy.

The ROCCO Alcohol and Drug Policy says:

1. You may not have or use alcohol or illegal drugs at work.

2. You may not buy, sell or give away alcohol or illegal drugs at work.

3. You may not come to work when you are drunk or high on drugs.

4. You will be tested for alcohol and illegal drugs when you are hired.

5. You may be tested for alcohol and illegal drugs if you have an accident at work.

6. You may be tested for alcohol and illegal drugs if you

   -act in an unusual way
   -act in a careless way
   -come to work drunk or high on drugs.

7. You will be tested for illegal drugs and alcohol if your name is chosen for random testing.

8. You may be fired if:

   -you have or use illegal drugs or alcohol at work
   -you buy, sell or give away illegal drugs or alcohol at work
   -you do not cooperate with drug testing.

9. ROCCO wants to help you if you have a drug or alcohol problem. You may ask for help at the Human Resources Office.

ROCCO, INC.
DRUG AND ALCOHOL POLICY
COMPREHENSION EXERCISES

EXERCISE ONE:

Below are some stories about people who work at ROCCO.
Read the stories.
Choose what would happen to them.
Tell why it would happen.

1. Joe went to a party on Friday night. He and some of his friends smoked marijuana at the party. When Joe goes to work on Monday,
a. he will be fired. b. he will be tested for drugs.
c. nothing will happen.

Why?

2. Sally has a problem. She drinks too much alcohol. She wants help with her problem so she tells her supervisor about it. She will
a. be fired. b. have to take a drug test.
c. get help from ROCCO.

Why?

3. Sam usually comes to work ready to work hard. Yesterday he had two accidents in the morning. He just didn't act like he was awake. He said he had had plenty of sleep the night before. His supervisor will probably
a. send him home. b. have him take a drug test.
c. fire him.

Why?

4. Sandy went to work with some marijuana in her purse. During break she gave some to her friend Mary. They sat outside and smoked it. If their supervisor sees them, they
a. will be fired. b. will be sent home for the day.
c. will be given a drug test.

Why?

ROCCO, INC.
DRUG AND ALCOHOL POLICY
COMPREHENSION EXERCISES

EXERCISE TWO

Put the following words in the blanks.

alcohol health workers workplace

ROCCO cares about the (1) ________________ and safety of is employees. We have a drug and (2) ____________ policy to make our (3) ________________ safe and to keep our (4)____________________ healthy.

Put the following words in the blanks.

accident act careless hired illegal drugs

name random tested

You will be (5)____________________ for alcohol and illegal drugs when your are (6) ______________________.

You may be tested for alcohol and (7) ____________________ if you have an (8) ____________________ at work. You may be tested for alcohol and illegal drugs if you (9)________ in a (10) ___________________ way. You will be tested for illegal drugs and alcohol if your (11) _____________ is chosen for (12)__________________ testing.

Put the following words in the blanks.

cooperate fired sell use

You may be (13)_________________ if:

- you have or (14)_______ illegal drugs or alcohol at work
- you buy (15)______ or give away illegal drugs or alcohol at work
- you do not (16) _____________ with drug testing.

ROCCO, INC.
DRUG AND ALCOHOL POLICY
ANSWER KEY

PRETEST

Part one
1. c
2. a
3. e
3. b
5. d

Part two
1. He/She will be fired.
2. A drug test
3. He/She may be tested for drugs.
4. to the Human Resources Office

VOCABULARY EXERCISES

Exercise one
1. healthy
2. illegal
3. policy
4. alcohol
5. fired

Exercise two
1. c
2. e
3. b
4. a
5. d

COMPREHENSION EXERCISES

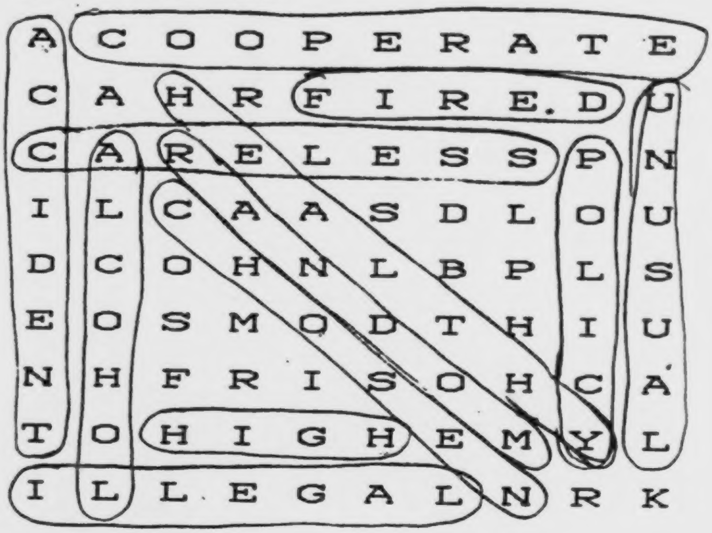
Exercise one
1. c Joe did not use drugs at the workplace.
2. c She asked for help before she was caught.
3. b Sam is acting differently than usual. The company has a reason to think that he may be using drugs.
4. a Sandy had an illegal drug at work and gave some to Mary. Mary will also be fired.

Exercise two:
1. health
2. alcohol
3. workplace
4. workers
5. tested
6. hired
7. illegal drugs
8. accident
9. act
10. careless
11. name
12. random
13. fired
14. use
15. sell
16. cooperate
17. help
18. problem

ROCCO, INC.
DRUG AND ALCOHOL POLICY
VOCABULARY EXERCISES

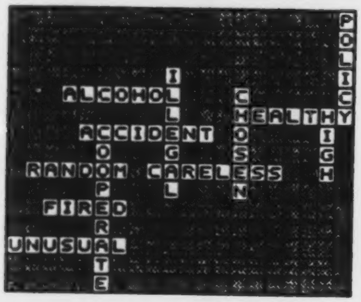
ANSWER KEY

EXERCISE THREE: WORD FIND



A	C	O	O	P	E	R	A	T	E
C	A	H	R	F	I	R	E	D	U
C	A	R	E	L	E	S	S	P	N
I	L	C	A	A	S	D	L	O	U
D	C	O	H	N	L	B	P	L	S
E	O	S	M	O	D	T	H	I	U
N	H	F	R	I	S	O	H	C	A
T	O	H	I	G	H	E	M	Y	L
I	L	L	E	G	A	L	N	R	K

ANSWERS: ROCCO DRUG POLICY


POLICY
ILLEGAL
ALCOHOL
CHOSEN
HEALTHY
ACCIDENT
HIGH
COOPERATE
RANDOM
CARELESS
FIRED
UNUSUAL

ROCCO
DRUG AND ALCOHOL UNIT EVALUATION

(Can be done orally)

Fill in blank with a number from 1 to 5:

5 - definitely
4 - most of the time
3 - some of the time
2 - seldom
1 - never

________ I learned something new about the drug and alcohol policy at ROCCO by finishing this unit.

________ I learned some new words by finishing this unit.

________ I enjoyed doing the exercises and puzzles in this unit.

________ I would encourage others to do this unit.

________ This unit will help me in the future to know about the drug and alcohol policy.

Complete each of the following sentences:

If I could change something about this unit, I would ______

____

____

This unit will help me in the future when __________________

____

WORKPLACE CURRICULUM
TEACHER FEEDBACK FORM

CEP curriculum used:

Company Name - ______________________________

Curriculum Concentration (reading, math, benefits, company policies, etc.) -

____

From your perspective after using this workplace curriculum, please fill in each blank with a number from 1 to 5: 5-definitely, 4-most of the time, 3-some of the time, 2-seldom, 1-never.

_____ The workplace curriculum reflected a connection to the student's work setting and/or specific job.

_____ The workplace curriculum correlated with the other competency-based curriculum materials.

_____ The workplace curriculum was consistent in its readability and/or skill level presentation.

_____ The workplace curriculum was of interest to the student(s).

Please comment on the readability/skill level of the curriculum:

____

____

Please comment on the content of the curriculum:

____

____

Please add any suggestions for future workplace curriculum materials which would be helpful to you. Include readability/skill level and content as well as specific ideas for how you would use the material.

____

____

____

ROCCO
WORKPLACE CURRICULUM using ROCCO'S SAFETY INFORMATION

LINDA GNAGEY
CURRICULUM WRITER

CAREER ENHANCEMENT PROGRAM
JAMES MADISON UNIVERSITY

SAFETY ON THE JOB

TO: Career Enhancement Program Student

These pages are a unit about safety at work. The unit includes many general safety ideas and concerns as well as rules for safety at this plant.

**1. To begin this unit, do the CHECK YOURSELF exercises. Then, look in the back at the ANSWER KEY to see how well you did. (These exercises will give you an idea of what the unit is about.) Maybe you already know a lot about safety. But, you may learn some new ideas.

**2. Read SOME WORDS TO KNOW and SOME TERMS TO KNOW. These words will help you in the reading on the following pages.

**3. Read the two pages about SAFETY ON THE JOB. The first page is about what your employer does to have a safe workplace. The second page is about what you should do to have a safe workplace.

**4. Then, do SOMETHING TO READ AND DO. There are 3 exercises. Do them and then check your answers with the answer key.

**5. Complete the evaluation questions on the last page. Turn all materials in to your teacher.

ROCCO
SAFETY ON THE JOB

CHECK YOURSELF

Exercise I

Match each word with the best meaning.

1.	_____	FLAMMABLE	a.	poisonous
2.	_____	HAZARDOUS	b.	easily set on fire
3.	_____	PROTECTIVE	c.	having a change of air
4.	_____	TOXIC	d.	keeping from harm
5.	_____	VENTILATED	e.	dangerous

Exercise II

Write a short answer to each question.

1. Name an example of personal protective clothing.

____

2. Name one way an employee of Rocco learns about safety.

____

3. Who needs to know about any injuries which have happened on the job?

____

4. Give one hint about how to lift correctly.

____

5. Who can unsafe conditions at Rocco be reported to?

____

ROCCO
SAFETY ON THE JOB

SOME WORDS TO KNOW

1. FLAMMABLE: easily set on fire
   Newspapers are flammable when stored near a furnace.

2. FUMES: harmful or strong gases or smoke
   The fumes from the wood stove hurt my eyes.

3. HAZARDOUS: dangerous
   Loud music may be hazardous to a person's hearing.

4. HAZARDS: unsafe conditions or practices; dangers
   A pilot knows the hazards of flying in a storm.

5. TOXIC: poisonous
   Smoke from factories is toxic to many birds.

6. VENTILATION: good air flow; a change of air
   Schools need good ventilation after summer vacation.

SOME TERMS TO KNOW

1. OSHA (Occupational Safety and Health Administration): a government agency which sets and enforces safety and health standards at work places. The Occupational Safety and Health Act of 1970 set up this agency. The law says that workers should have a safe and healthful workplace. Rocco follows this law.

2. REPETITIVE MOTION INJURIES: damages resulting from the same action being done repeatedly in a person's job. (ERGONOMIC applications are available at Rocco for persons who are injured.)

3. SOCIAL SECURITY: a department of the U.S. government. Money is collected from employees and employers. The money is paid out when a person retires or sometimes when a person is disabled.

4. WORKERS' COMPENSATION: weekly cash benefits and medical expenses paid to a worker who was injured at work or who has an occupational disease.
   (An OCCUPATIONAL DISEASE is a sickness caused by some working conditions.)

ROCCO
SAFETY ON THE JOB

Accidents can happen anywhere: at home and at work. Safety is important. Most of us try to be careful at home and on the job so that we do not have accidents. We try to set up the places where we live and work to be safe. We try to do things safely.

Making sure that Rocco is a safe place to work is the job of both the EMPLOYERS and the EMPLOYEES at Rocco. When there are no accidents or injuries at Rocco, the employees may enjoy good health and the employers enjoy lower costs from losses.

****

ROCCO'S EMPLOYERS plan a safe workplace to help prevent accidents from happening. Rocco tries to provide:

1. PROPER LIGHTING
   Workers must be able to see clearly in order to use machinery and tools.

2. GOOD AIR FLOW
   Unpleasant gases or smoke (fumes) may be toxic. If there is a good air flow (good ventilation), factory air is kept fresh and clean. Fresh air keeps workers more alert.

3. SAFE NOISE LEVEL
   Rocco seeks to provide ways to reduce the noise produced by machines. Earplugs for workers may be provided.

4. ADEQUATE WORK SPACE

5. RIGHT TOOLS FOR EACH JOB

6. TOOLS AND MACHINERY INSTALLED PROPERLY AND IN GOOD WORKING CONDITION

7. TRAINING FOR EMPLOYEES TO WORK WITH AND CARE FOR TOOLS AND MACHINERY

8. PERSONAL PROTECTIVE CLOTHING AND EQUIPMENT
   (earplugs, gloves, eye protection)

9. PROTECTION FROM HAZARDOUS MATERIALS
   Rocco will provide training in how to read and use
   - Warning Labels
   - Material Safety Data Sheets
   - Personal Protective Equipment

10. PROCEDURE FOR RESPONDING TO REPETITIVE MOTION INJURIES

****

ROCCO'S EMPLOYEES work as well to prevent accidents from happening.

**** TO AVOID ACCIDENTS an employee should:

1. DRESS RIGHT
   An employee should pay attention to sleeve length, hair and jewelry. An employee may be required to wear a jacket, hairnet, etc.

2. PROTECT SELF WITH SPECIAL SAFETY EQUIPMENT
   An employee may need to use ear plugs, gloves or safety glasses.

3. PAY FULL ATTENTION TO WORK

4. READ DIRECTIONS, LABELS, WARNINGS AND SIGNS
   Each employee learns about safety rules from their supervisor on a job or from reading Rocco's safety materials. Workers are reminded of safety rules by printed warnings and signs.

5. USE THE RIGHT TOOLS FOR EACH JOB

6. TREAT TOOLS AND MACHINES WITH CARE
   Each employee should use safety guards on machines. Tools and machines should only be used for the jobs they were meant to do.

7. KEEP WORK AREAS CLEAN

8. LIFT CORRECTLY:
   a. bend knees
   b. hug the load
   c. let muscles in legs do actual lifting
   d. never twist when lifting

9. KNOW ABOUT FIRE SAFETY:
   a. know where fire extinguishers are
   b. know where all exits are
   c. in case of fire, leave the building
   d. know where to find emergency phone numbers
   e. know where and how to store flammable items

10. REPORT UNSAFE CONDITIONS OR PRACTICES (HAZARDS) TO SUPERVISOR

**** IN CASE OF AN ACCIDENT, an employee should:

REPORT ALL INJURIES, EVEN IF THEY SEEM INSIGNIFICANT, TO THE SUPERVISOR IMMEDIATELY

ROCCO
SAFETY ON THE JOB

SOMETHING TO READ AND DO

Exercise I

Here is a list of ways to prevent accidents at Rocco.

- Put a W in front of each item that a worker, or employee, should do to prevent an accident.
- Put an R in front of each item that Rocco, the employer, should do.

_____ 1. Make sure there is adequate work space for each worker

_____ 2. Make sure there is good ventilation at Rocco

_____ 3. Read all labels on the job

_____ 4. Wear earplugs when necessary on the job

_____ 5. Lift by bending one's knees

_____ 6. Reduce the noise which machines make

_____ 7. Keep work areas clean

_____ 8. Provide training in use of Material Safety Data Sheets

_____ 9. Leave the building when there is a fire

_____ 10. Use safety guards on the machines

Exercise II

Fill in the blanks of the sentences below with one of the following words.

ATTENTION
EARPLUGS
EMPLOYEES
EMPLOYERS
EXTINGUISHERS
HAZARDS
PROTECTIVE
TRAINING
VENTILATION
WARNINGS

Accidents can happen at Rocco, but Rocco ____________________ have planned for a safe workplace to prevent accidents. Rocco tries to provide good ____________________ so that workers have fresh air to stay healthy and alert. One way Rocco reduces the noise which affects workers is to provide ____________________. Other ____________________ equipment may include gloves or safety glasses. All workers receive ____________________ to work with and care for tools and machinery.

Even though a safe workplace has been set up by Rocco, all ____________________ play a part in avoiding accidents. Workers need to read all directions, ____________________ and signs. Knowing about fire safety is important, especially knowing where fire ____________________ are located. An employee needs to pay full ____________________ to the job and report any unsafe ____________________ to the supervisor.

Exercise III

Complete each sentence. There are no right or wrong answers.

1. One reason to care about safety at Rocco is ____________

____

2. The most important thing Rocco can do to provide a safe place to work is ____

____

3. The most important thing I can do to prevent an accident at Rocco is ____

____

4. One time when safety on the job was not used was when

____

____

5. One new suggestion I have for safety at Rocco is

____

____

ROCCO
SAFETY ON THE JOB

ANSWER KEY

CHECK YOURSELF

Exercise I

1. b. easily set on fire
2. e. dangerous
3. d. keeping from harm
4. a. poisonous
5. c. having a change of air

Exercise II

(one or more of the following for each question)

1. earplugs, gloves, eye protection
2. from their supervisor, from reading Rocco's safety materials, from warnings and signs
3. the supervisor
4. bend knees, hug the load, let legs do lifting
5. the supervisor

SOMETHING TO READ AND DO

Exercise I

1. R
2. R
3. W
4. W
5. W
6. R
7. W
8. R
9. W
10. W

Exercise II

EMPLOYERS
VENTILATION
EARPLUGS
PROTECTIVE
TRAINING

EMPLOYEES
WARNINGS
EXTINGUISHERS
ATTENTION
HAZARDS

Exercise III

(answers will vary)

ROCCO
SAFETY ON THE JOB

UNIT EVALUATION

Fill in the blank with a number from 1 to 5:

5 - definitely
4 - most of the time
3 - some of the time
2 - seldom
1 - never

__________ I learned something new about safety at Rocco by doing this unit.

__________ I learned some new words and terms by doing this unit.

__________ I enjoyed doing the exercises in this unit.

__________ I would encourage others to do this unit.

Complete each of the following sentences:

If I could change something about this unit, I would _______

____

____

This unit will help me in the future when ___________________

____

Readabilities for: SAFETY UNIT

Readability Formula	Sample Number 1	2	3	4	5	6	Average
SPACHE	4+	3.2	4+				Invalid
DALE-CHALL	8.0	7.0	8.8				7.9
FRY	5	6	6				6
FLESCH	77	79	75				77
RAYGOR	5	5	9				6
FOG	8	9	9				9
SMOG	8.4	8.4	8.4				8.4

Poultry Plant Dialogues

"ON THE JOB WITH JOHN"

revised, SEPTEMBER, 1992

(1-5)

DIALOGUE I.
AT THE TIME CLOCK

(John wants to go to Mexico to visit his family in July. His mother's having a big birthday in July and he wants to be there. He needs to ask his supervisor if he can change his vacation from June to July.

He came to work early to talk to his supervisor, Mr. Miller. He'll ask him if he can take his vacation in July.)

JOHN:
Hi, Mr. Miller.

MR. MILLER:
Hi, John. You came to work early today. I'm glad to see you here.

JOHN:
I came in early to ask you a question. My vacation is scheduled for June, but I want to change it to July. I want to go to Mexico to visit my family in July. My mother's having a big birthday party and I don't want to miss it. Can I change my vacation to July?

MR. MILLER:
So, you want to take a vacation in July? Let me see when the other workers on your shift have vacations planned.

It looks to me as if July is open for vacations. What week do you want to go to Mexico?

JOHN:
My mother's birthday is July 10. I'd like to go to Mexico for the week of July 5 - 11.

MR. MILLER:
The week of July 5 - 11 looks great. I'll put you down for that week.

JOHN:
Thanks, Mr. Miller. I'll plan to be on vacation that week. My family will be glad. I'll tell them I'm coming to Mexico then.

I think it's time for me to get to work. Thanks again.

ANSWER THE FOLLOWING QUESTIONS:

1. Why does John want to change his vacation time?

____

____

2. What does Mr. Miller have to do before he can OK the vacation?

____

____

3. Does Mr. Miller say John can change his vacation?

____

4. What week of vacation does John now have scheduled?

____

5. What are you planning to do on your next vacation?

____

____

DIALOGUE II.
IN THE BREAKROOM

JOHN:
I'm ready to go home and it's not even lunch time.

TOM:
What's happening? You having a bad day?

JOHN:
Bad day? You wouldn't believe what's happened so far.

TOM:
Tell me. I need a good laugh.

JOHN:
Well, first of all, my car wouldn't start this morning. I had to call my brother to bring me here and he wasn't too happy about that.

TOM:
That car's been giving you a lot of trouble. Better think about getting one like mine!

JOHN:
I won't get into that talk. Let me tell you what happened when I got to work. I went to the supply room to get my stuff. Well, wouldn't you know, they were out of jackets my size so I had to wear this huge one. I've been swimming in this thing all morning.

TOM:
Oh, it doesn't look so bad. Aren't kids wearing clothes big and baggy all the time?

JOHN:
Maybe, but I'm not a kid! I haven't told you the worst part of the day. My earplugs are driving me crazy! They're also too big and they keep falling out.

TOM:
What a day! Why don't you talk to Mr. Miller and maybe he'll give you the rest of the day off. Doesn't sound like you're getting much work done anyway!

JOHN:
Did you forget? I don't even have a car here to go home early in. Oh, no! I talked too long and now I'm late going back to the line!

TOM:
I hate to tell you this John, but your hairnet is torn. Looks like your bad day isn't over yet!

ANSWER THE FOLLOWING QUESTIONS:

1. What time of day is it in the story?

____

2. What kind of day is John having?

____

3. What are 2 things that have happened to John?

- ____

- ____

4. What is the worst thing that has happened to you at work?

____

5. What do you think happened to John in the afternoon?

____

____

____

____

DIALOGUE III.
IN THE HUMAN RESOURCES DEPARTMENT OFFICE

JOHN:

Mrs. Smith, do you have a minute? I have a question about my insurance.

MRS. SMITH:

I'd be glad to answer your question if I can. Someone in this office should be able to help you if I can't.

JOHN:

I've been working here at the plant for 6 months and I haven't had to go to a doctor until last week. I hurt my hand working on my car and needed stitches.

MRS. SMITH:

I hope you went to the doctor.

JOHN:

Oh, I did. And the doctor fixed my hand all up. I didn't mind going because I knew I had insurance from the plant. But, the woman at the doctor's office said I had to pay part of the doctor's bill. She called it "the deductible." I didn't know what deductible was. I thought my insurance was supposed to pay.

MRS. SMITH:

Well, John, you do have insurance. But, each person who has insurance has to pay so much money each year before the insurance company will pay the rest. The deductible isn't very much compared to the large bills you could get from a doctor or a hospital. After you pay your small part of the doctor's bill, your insurance from the plant will pay for the rest. Almost all insurances work that way.

JOHN:

What would happen if I had to go to the doctor again? Would I have to pay the deductible again?

MRS. SMITH:

No. The deductible you pay lasts for one year. Your insurance company then pays almost all of the rest of your bills. You do need to pay a small percentage of each bill though. Insurance is a way of sharing the payment of your bills. But, the company pays the biggest share.

JOHN:

My family has insurance from my work here. Do they need to pay a deductible each year too?

MRS. SMITH:

That's a little confusing. There's a deductible for one person in your family and then there's a deductible for your whole family. Once your family has paid their deductible, then the insurance company pays its share.

JOHN:

I think I understand but I'm not sure.

MRS. SMITH:

John, please feel free to come in whenever you have a specific question. That's what my job is - to answer questions!

ANSWER THE FOLLOWING QUESTIONS:

1. How long has John been working at the plant?

____

2. Why did John go to the doctor?

____

3. Does John or the insurance company pay for the biggest share of medical costs?

____

4. How long does the deductible last?

____

DIALOGUE IV.
ON THE LINE

MR. MILLER:

John, the mechanics are working on your line and it should be running again in a minute.

JOHN:

Mr. Miller, if you have some time while I'm waiting, I've been wanting to ask you about taking time off work.

MR. MILLER:

Do you mean vacation time? We scheduled vacations a month or so ago.

JOHN:

No, I know about vacation time. I have a week in July when I'm going to Mexico. I just heard about a woman on my shift taking time off that wasn't for a vacation. I was wondering when we're allowed time off for other things that come up.

MR. MILLER:

Well, John, we try to be understanding of times when you need to be off work. We give any worker paid days off work for a death in his or her immediate family. We also give paid time off work if a worker is called to jury duty during working hours.

JOHN:

That's good to know. But, I think the woman took time off when someone in her family was sick. What about that kind of time off?

MR. MILLER:

That person may have had a personal leave off work. If a worker has a reason other than a death in the family or jury duty for time off work, the worker must go to the supervisor. It may be possible to take time off work called a personal leave. That time is not paid for by the company and is limited in length of time.

JOHN:

What if I would be sick for a long time? Would I lose all my pay for that time?

MR. MILLER:

You may have insurance through the company that pays for time off because of a short-term disability or a long-term disability. Whenever a situation comes up that you have questions about, talk to me or talk to the Human Resources Department. Each situation is different and may be handled differently. So, don't hesitate to ask questions!

JOHN:

It looks like the line is moving again so I need to get to work. Thanks for the information. I hope I don't need to take time off work, but I'll talk to you again if something comes up.

ANSWER THE FOLLOWING QUESTIONS:

1. Why is John waiting to work right now?

____

2. What is it that John has a question about?

____

3. Why did the woman that John mentions take time off work?

____

4. Where should John go when he has a question about time off work?

____

DIALOGUE V.
ON THE WAY HOME

JOHN:

I really appreciate you giving me a ride home, Tom. My car's been giving me big trouble lately. It's time to trade it in I suppose.

TOM:

No problem with the ride. You live right on my way.

JOHN:

Tom, I heard about a guy on our shift getting fired today. Do you know what was up?

TOM:

Yeah, the guy was crazy. He was found drinking on the job. He must have a big problem because he carried the stuff to work and was trying to share it in the breakroom.

JOHN:

Boy, he does have a problem. So, the company can let him go just like that?

TOM:

Sure can! If you're found with drugs or alcohol on the job, you can be gone that same day! Tell you the truth, I'm glad for the policy. With the drug testing going on, I don't want anything around to even tempt me. Have you been tested lately?

JOHN:

No, not since I had the first test when I began here. It's not such a big deal for me. I don't use the stuff at home so they're not going to find anything during a test at work.

TOM:

Some workers mind it. One guy I work with was tested positive and was suspended for 30 days until he passed a clean test. And then he'll be on probation for a year.

JOHN:

If someone like that guy really has a problem with drugs or alcohol, he should ask for help. The company will be a lot more understanding if someone admits a problem before the problem is found out on the job.

TOM:

Admitting a problem isn't always easy. You're a good example of that.

JOHN:
What do you mean? I just told you that I don't use the stuff!

TOM:
I'm not talking about drugs or alcohol. I'm talking about your problem with that car of yours. It's taken you forever to admit it's good for nothing and ready to be traded in. I've been trying to tell you that for years!

ANSWER THE FOLLOWING QUESTIONS:

1. Why is John riding home with Tom?

____

2. Why was the guy that John mentions fired from work?

____

3. Has John ever been tested for drugs?

____

4. What problem did John have that took a long time to admit?

____

5. How do you feel about the drug and alcohol policy of your company?

____

____

DIALOGUE VI.
IN THE CAFETERIA

JOHN:

Hi Tom! You're buying your lunch in the cafeteria today? I thought you packed a lunch everyday.

TOM:

Usually I do pack my lunch, but I was up during the night with two of my kids. They started getting the chicken pox. I was too tired to pack before coming in.

JOHN:

Well, I'd recommend my usual lunch for you to buy. The fish sandwich with cheese is great. And I always buy fries and an orange drink to go with it.

TOM:

Thanks for the suggestion, but I'm trying to decide between the hot dog with chili or the burrito. And I definitely need a large cup of coffee. I didn't get enough sleep last night.

JOHN:

The large coffee is 20 ounces. Are you sure you need that much?!

TOM:

That is a large cup. Maybe I'll get a ten ounce coffee and a small pink lemonade. I've never seen pink lemonade before.

JOHN:

Let me tell you - if you ever come in for the breakfast here, you'll really get a good meal for the price. The biscuits with gravy are only $1.35 for a large serving. And if you add some fried potatoes with them and some sausage or bacon, you'll be ready to work all day.

TOM:

Well John, thanks for the ideas. I'm not a big breakfast person. But I am going to order that burrito with the vegetable side dish now. I'm getting more hungry the longer I wait in line.

ANSWER THE FOLLOWING QUESTIONS:

1. Why didn't Tom pack his lunch today?

2. What sandwich did John suggest for Tom to buy?

3. Why did Tom want a large cup of coffee?

4. What drink had Tom never seen before?

5. What did Tom decide to order in the end?

DIALOGUE VII.
IN THE CAFETERIA LINE

JOHN:

Good morning! What a beautiful day outside!

CAFETERIA WORKER:

Beautiful day, huh? I've been stuck in here since before daylight. It's sure not too pretty in here. Do you know what you want?

JOHN:

I think I'll try something different. How about the fried potatoes with gravy, a large serving?

CAFETERIA WORKER:

You're too early for the potatoes. They aren't ready yet. In fact, they may never be ready. Who would want fried potatoes in the morning anyway? Another choice?

JOHN:

Well, how about a small biscuits and gravy? And bacon too.

CAFETERIA WORKER:

I think I have some biscuits around here someplace, but they were made yesterday. I couldn't see making any today since there were some left from yesterday. The bacon's a little overdone, but I think it's fresh.

JOHN:

Add some blueberry muffins and a large coffee. I need to stay awake today.

CAFETERIA WORKER:

Stay awake? Whatever for? I'm ready to go home to sleep. Here's your tray. That'll be $2.65.

JOHN:

Thanks. Everything looks and smells great. Have a good day!

CAFETERIA WORKER:

That'll be the day I have a good day. I've never had a good day yet and I don't intend to start today!

ANSWER THE FOLLOWING QUESTIONS:

1. What kind of day did John think it was?

2. What size serving of potatoes did John ask about?

3. When were the biscuits made?

4. Why did John order coffee?

5. What did John think about the food he received?

ROCCO TURKEYS, INC.
CAFETERIA MENU
BREAKFAST AND LUNCH SCENARIOS

SCENARIO 1:
A worker came to Rocco early to have breakfast before his shift begins. He would like two scrambled eggs, bacon, fried potatoes (a large serving) and toast. He would also like a small cup of coffee and a glass of orange juice. He has only four dollar bills.

Does the worker have enough money to pay for the breakfast that he would like?

____

How much does his breakfast cost?

____

SCENARIO 2:
A worker forgot to bring the bag lunch she packed for today. She decides to buy a lunch in Rocco's cafeteria. She has only $2.90 in her change purse and would prefer to eat chicken or fish and vegetables rather than beef or pork. She decides to try a large serving of green beans and a fish sandwich with cheese.

Does the worker have enough money to buy a medium size glass of ice tea as well?

____

How much does her lunch and drink cost?

____

SCENARIO 3:
A Rocco worker buys the same lunch everyday in the plant cafeteria: fried chicken, a small serving of the vegetable of the day and a large coke.

What does the worker pay for her lunch each day?

____

How much does the worker spend in the cafeteria after a five day work week?

____

SCENARIO 4:
A Rocco worker arrived at work an hour early as he got a ride with a friend who comes in early every day. The worker decides to eat breakfast for the first time in the Rocco cafeteria. He's happy to see that the menu includes biscuits and gravy which he orders (a large serving) with two servings of sausage. He also orders grapefruit juice and later buys a small glass of milk.

How much does the worker's breakfast cost?

____

If the worker would decide to buy a small serving of fried potatoes as well, how much would the breakfast cost?

____

SCENARIO 5:
A worker has decided to treat two of his fellow workers for lunch since today is his birthday. One of the workers would like a hot dog with chili and a small orange drink. The other worker prefers a cheeseburger and a large pink lemonade. The worker with the birthday chooses a chicken sandwich without cheese and a large glass of milk.

What is the total bill for each worker?

Worker 1: ____________________

Worker 2: ____________________

Worker 3: ____________________

Total bill for all three workers:

____

ROCCO TURKEYS, INC.
CAFETERIA MENU
BREAKFAST AND LUNCH SCENARIOS
KEY

SCENARIO 1:
yes

$1.35 - 2 eggs, meat, toast
.90 - large fried potatoes
.35 - small (10 ounce) coffee
.55 - orange juice
$3.15 - total (tax??)

SCENARIO 2:
yes

$ .90 - large vegetables
1.45 - fish sandwich with cheese
.50 - medium (16 ounce) ice tea
$2.85 - total (tax??)

SCENARIO 3:
$1.35 - fried chicken
.55 - small vegetables
.65 - large (20 ounce) soda
$2.55 - total per day (tax??)

$2.55 X 5 = $12.75 per week (tax??)

SCENARIO 4:
$1.35 - large biscuits and gravy
.55
.55 - 2 servings of sausage
.55 - grapefruit juice
.45 - small milk
$3.45 - total (tax??)

$ .55 - small fried potatoes
$4.00 - new total (tax??)

SCENARIO 5:
Worker 1 - $ .70 - hot dog with chili
.35 - small orange drink
$1.05 - total

Worker 2 - $1.15 - cheeseburger
.65 - large (20 ounce) pink lemonade
$1.80 - total

Worker 3 - $1.15 - chicken sandwich
.60 - large milk
$1.75 - total
Total bill - $4.60 (tax??)

WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

SECTION IV
WLR FOODS, INC.

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Career Enhancement Program
James Madison University
Harrisonburg, Virginia

WLR Foods, Inc. Workplace Curriculum

Key: - (began practicing), + (can do well), NC (not covered)

Module CCP Competency	Materials	Basic Skills (Exercises may combine two or more basic skills.)	Progress
I. Benefits 1.1.2.4.	Workplace Curriculum using WLR's Benefits Package	a. demonstrate knowledge of technical terms used in benefits package	
		Vocabulary Exercise 1	__________
		Vocabulary Exercise 2	__________
		Vocabulary Exercise 3	__________
		Vocabulary Exercise 4	__________
		Vocabulary Exercise 5	__________
		Vocabulary Exercise 6	__________
		Vocabulary Exercise 7	__________
		Vocabulary Exercise 8	__________
		Vocabulary Exercise 9	__________
		Vocabulary Exercise 10	__________
		Crossword Puzzle 1	__________
		Crossword Puzzle 2	__________
		b. - identify key benefits offered by WLR - recognize and discriminate between kinds of insurance offered by WLR - read with comprehension employee materials	
		Vacation Time - Exercise 1	__________
		Paid Holidays - Exercise 2	__________
		Insurance - Exercise 3	__________
		Leaves of Absence - Exercise 4	__________
		Credit Union - Exercise 5	__________
		Products for Sale - Exercise 6	__________
		Career Enhancement Program - Exercise 7	__________
		Child Care Placement - Exercise 8	__________
		Employee Assistance Program - Exercise 9	__________
		Employee Stock Purchase Plan - Exercise 10	__________

Employee ____________________ Teacher ____________________ Date began ________ Date completed ________

II. Drug and Alcohol Policy 1.1.2.4.	Workplace Curriculum using WLR's Drug and Alcohol Policy	c. use vocabulary of WLR's drug and alcohol policy	
		Vocabulary Exercise 1	__________
		Vocabulary Exercise 2	__________
		Vocabulary Exercise 3	__________
		Crossword Puzzle	__________
		d. - read with comprehension WLR's drug and alcohol policy - demonstrate knowledge of policy	
		Comprehension Exercise 1	__________
		Comprehension Exercise 2	__________
III. Safety 1.2.2.3.	Workplace Curriculum using WLR Foods, Inc.: Safety on the Job	e. discriminate between employer and employee safety responsibilities	
		Exercise 1	__________
		f. demonstrate understanding of vocabulary in WLR's safety policy	
		Exercise 2	__________
		g. demonstrate writing skills in creative writing exercise	
		Exercise 3	__________
IV. Language Experience 2.1.3.4.7.	Poultry Plant Dialogues, "On the Job with John"		
	"At the Timeclock"	h. read with understanding dialogue with vacation policy theme	__________
	"In the Breakroom"	i. read with understanding dialogue with safety equipment theme	__________
	"In the Human Resources Department Office"	j. read with understanding dialogue with insurance deductible information	__________
	"On the Line"	k. read with understanding dialogue with personal leave information	__________
	"On the Way Home"	l. read with understanding dialogue with drug and alcohol policy theme	__________

Employee ____________________ Teacher ____________________ Date began ________ Date completed ________

WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

SECTION IV
WLR FOODS, INC.

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WLR FOODS, INC.
WORKPLACE CURRICULUM using WLR'S BENEFITS PACKAGE

LINDA GNAGEY
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WLR FOODS, INC.
WORKPLACE CURRICULUM using WLR'S BENEFITS PACKAGE

INTRODUCTION

The WLR Workplace Curriculum is based on the actual benefits offered by WLR Foods, Inc. to its employees. The benefits have been consolidated in a "package" and rewritten to a low readability level to insure access for beginning readers as well as to allow practice reading for more able readers. Aside from capturing the learners' attention and interest, this reading material and the learning exercises following it instruct WLR employees in the details of the benefits offered to them by their company. Additionally, this curriculum provides instruction in vocabulary, both common and technical, which is part of the benefits package.

As WLR employees use workplace curriculum, they will see a close connection between "classroom work" and "on-the-job" work which will bring a relevance to learning. Motivation and skill development in the classroom will improve, as well as motivation, self-image and performance in the work setting at WLR.

OBJECTIVES

The WLR Workplace Curriculum seeks to satisfy the objectives listed below.

Behavioral Objectives
The learner will be able:

1. to identify key benefits offered by WLR Foods, Inc. to its employees.

2. to recognize and discriminate between the several kinds of insurance (health insurance, life insurance, short-term disability insurance, retirement) offered by WLR Foods, Inc. to its employees.

3. to read with comprehension employee materials at the third-fourth grade level.

4. to demonstrate knowledge of technical terms used in the explanation of WLR's benefits package.

CCP Competencies:

1. Unit 2.1.1.4.2: Pay, Benefits and Unions
   Lesson 2.1.1.4.2.3: Fringe Benefits

2. Unit 2.2.2.3.3: Insurance
   (lessons on health insurance, life insurance)

3. Level 2.3.1.4: Job Holding
   Unit 2.3.1.4.2: Financial Requirements
   Lesson 2.3.1.4.2.2: Fringe Benefits

4. Level 2.3.2.3.: Banking, Credit, Taxes and Insurance
   Unit 2.3.2.3.4: Insurance

5. Unit 1.2.1.4.3: Banking, Insurance and Taxes
   Lesson 1.2.1.4.3.8: Insurance

MATERIALS

The WLR Workplace Curriculum has the following components in written form:

1. Pretest
2. Vocabulary
    - list of all words used in the benefits package
    - definitions of words used in vocabulary instruction/exercises
    - vocabulary exercises
    - crossword puzzles
3. Benefits, re-written to a third-fourth grade level
    - Wampler-Longacre Chicken Benefits
    - Wampler-Longacre Turkey Benefits
4. Exercises concerning comprehension of benefits
5. Post-test
6. Answer Key
7. Unit Evaluation (for use by the student)
8. Supervisor Feedback Form (for use by the student's supervisor)

The crossword puzzles used for vocabulary instruction/ practice are available for use on Apple II GS disks.

SUMMARY OF READABILITIES

Readability levels of the WLR Workplace Curriculum were calculated using seven formulas by the Britannica Computer Based Learning software program.

The Spache formula indicated a 2.8 readability average for the curriculum. The material is most likely at the primary level and results from the Dale-Chall, Raygor and Smog formulas should be ignored as they cannot estimate primary levels. The Flesch formula average of 87 indicates "easy" reading material.

It is estimated that the readability level for the WLR Workplace Curriculum is approximately third-fourth grade level.

Readabilities for: READABILITIES - WLR BENEFITS

Readability Formula	Sample Number 1	2	3	4	5	6	Average
SPACHE	2.4	3.3	2.8				2.8
DALE-CHALL	7.6	10.8	7.2				8.5
FRY	4	4	4				4
FLESCH	90	83	89				87
RAYGOR	4	5	3				4
FOG	9	9	9				9
SMOG	8.4	3.0	8.4				6.6

LEARNING ACTIVITIES

The WLR Workplace Curriculum includes learning activities relating to the vocabulary, both common and technical, which is a part of the benefits package and learning activities relating to comprehension of the benefits package itself.

The benefits package is written to a low readability level so as to enable students to read the material independently. Ten exercises following the benefits package refer to the ten areas of benefits.

Exercises include the following forms:

Vocabulary Instruction:
- matching
- filling in the blanks
- unscrambling of words
- dividing of compound words
- creative writing
- crossword puzzles (on paper or on computer)

Benefits Package Instruction:
- fill in the blanks
- multiple choice
- yes or no answer
- creative writing

EXTENSION OF LEARNING

There are many possibilities for extension of vocabulary instruction using the complete list of vocabulary words found in the benefits package. Several ideas are given on the list itself. Additionally, instruction could include identification of parts of speech, noting that several words in the package are used as both nouns and verbs. The instruction of familial terms used in the benefits could be expanded to other such terms and to a discussion of family relationships.

To extend learning concerning the benefits package instruction, the learner may bring questions which he/she has concerning specific situations involving benefits offered by WLR. The learner and teacher may work together to solve inquiries/problems concerning the situations.

There are many creative writing opportunities using the benefits package material. Scenerios, real or imaginary, of vacations, holidays, leaves of absence, etc. would offer practice in both writing and reading and could be done individually or in pairs.

EVALUATION

Evaluation plays an integral role in the WLR Workplace Curriculum as it provides feedback concerning the learner's progress in meeting his or her learning goals and feedback concerning the worker's progress in meeting WLR's goals for understanding of the benefits package. Evaluation additionally gives information to the instructor and the curriculum writer concerning adjustments to the instruction and/or the curriculum which may be needed to meet these goals.

The two areas of evaluation included in the WLR Workplace Curriculum are:

1. Evaluation of realization of behavioral objectives by:
   a. practice exercises
   b. post-test
   c. unit evaluation (by student)
   d. supervisor feedback form

2. Evaluation of the unit, concerning:
   a. unit clarity and continuity
   b. unit relevance to workplace tasks

The specific exercises and forms mentioned above are necessary for documentation of mastery of objectives, but informal ongoing evaluation is necessary as well for the learner, instructor and curriculum writer.

WLR FOODS, INC.
BENEFITS
PRETEST

EXERCISE I
Match the words that fit best.

1.	__________	benefit	a.	a belonging to a group
2.	__________	deduction	b.	someone in charge of someone else
3.	__________	membership	c.	a good thing
4.	__________	personal	d.	a time of not working after years of work
5.	__________	retirement	e.	ability to see
6.	__________	supervisor	f.	private
7.	__________	vision	g.	money taken out of a paycheck

EXERCISE II
Fill in the blanks.

1. If you work 10 years at WLR, how many weeks of vacation do you get? __________

2. You get paid holidays after how many days of work? __________

3. Is health insurance paid in full? __________

4. Does health insurance include dental work? __________

5. How old must you be to be a part of the profit sharing plan? __________

6. How many days off work are you paid for during a funeral leave? __________

7. Is there a fee to join the Credit Union? __________

8. What is the discount when you buy WLR products? __________

WLR FOODS, INC.
BENEFITS
VOCABULARY

KNOWN WORDS:
a
able
about
after
also
and
another
are
at
be
before
begin
better
buy(s) - verb
call - verb
card
care - noun
child
class(es)
cost - noun
day(s)
deer (WLC only)
drug
each
early
end - noun
family
find, finding - verb
first
for
from
get
has
have
help - noun and verb
hour(s)
if
important
in
include(s)
is
join
kind(s)
last
late
learn
leave(s) - noun and verb
life
many

may
money
more
must
need - verb
next
not
number - noun
of
off
old
on
one
or
other
out
part(s) - noun
pay(s), paid - verb
phone - as "phone number"
plan - noun
price(s) - noun
problem(s)
put(s)
question - noun
read
row - noun
sale
small
store - noun
take
talk - verb
the
there
this
time - noun
to
up
use
want
week(s)
when
will
work(s), worked, working
year(s)
you
your

PROPER NOUNS:
Broadway
Career Enhancement Program
Christmas
Credit Union
Dayton
English
Fourth of July
G.E.D.
Good Friday
January
Labor Day
Littlest Lamb Day Care Center
Memorial Day
New Year's Day
Personnel Department, Personnel Office
Plains Day Care Center
Rockingham Employee Assistance Program (REAP)
Thanksgiving
Virginia
Wampler-Longacre Chicken
Wampler-Longacre Turkey

COMPOUND WORDS for instruction:
fulltime
grandparent
lifetime
paycheck
payroll
short-term
sometime
wholesale
workday(s)

FAMILIAL TERMS for instruction:
brother
child
grandparent
parent
parent-in-law
sister
spouse

Other ideas for instruction:
- adverbs and prepositions having to do with time: after, before, early, first, last, late, next
- verbs: begin, buy, call, find, get, help, include, join, learn, leave, need, pay, put, read, take, talk, use, want
- forms of the verb WORK: work, worked, working, works
- the words BUY, COST, PAID, PAY
- the words DAY(S), HOUR(S), WEEK(S), YEAR(S)

NEW WORDS for instruction:
absent, absence
alcohol
annual
assistance
benefit(s)
club
confidential
death
deduction(s)
dental
disability
discount
emotional
employee
fee
financial
funeral
health
holiday(s)
insurance
leave(s)
legal
loan
marital
membership
payment(s)
payroll
personal
placement
prescription
priority
product(s)
profit sharing
program
prorated
public
purchase
retirement
salary
savings
season (WLC only)
slots
stock
stress
supervisor
vacation
vision
voluntary
wholesale

WLR FOODS, INC.
BENEFITS
VOCABULARY DEFINITIONS

1. Absent: not here; Absence: a time away
   The man was absent from work for 2 days. His absence was 2 days long.

2. Alcohol: a drink such as wine, beer and whiskey
   We cannot drink alcohol at work.

3. Annual: yearly
   A birthday is an annual event.

4. Assistance: a help
   I want to be of assistance to you.

5. Benefit(s): a good thing
   Time off work is a benefit.

6. Club: a group of people with something in common
   The boys who play cards have a club.

7. Confidential: as a secret
   Your problems are confidential with a friend.

8. Death: an end of a life
   The death of the child was sad.

9. Deduction(s): money taken out of a paycheck
   She had a deduction from her pay for the credit union.

10. Dental: for teeth
    She had dental work done today.

11. Disability: a lack of an ability
    Blindness is a bad disability.

12. Discount: an amount off of a price
    When the food was on sale, it had a big discount.

13. Emotional: about feelings
    Fear was her emotional problem.

14. Employee: a worker
    She was an employee of WLC.

15. Fee: an amount of money to pay
    He had a big fee to pay the doctor.

16. Financial: about money
    The banker was a financial expert.

17. Funeral: an event to remember a dead person
    She died on Monday and her funeral was on Friday.

18. Health: wellness
    He had good health.

19. Holiday(s): a fun day
    Christmas is a big holiday.

20. Insurance: a promise to pay for a loss
    She had to pay her bill as she had no insurance.

21. Leave(s): a time off work
    She had a leave when she had a baby.

22. Legal: about law
    You need the right legal papers when you buy a house.

23. Loan: money or something else borrowed
    The man got a loan to buy a car.

24. Marital: about marriage
    Marital problems can lead to a divorce.

25. Membership: a belonging to a group
    The membership in the club cost $2.

26. Payment(s): money given for something
    He gave his payment on Friday for his car.

27. Payroll: from a paycheck
    His payroll taxes were more than he thought.

28. Personal: private
    She never talked about her personal life.

29. Placement: a position
    Her child had first placement in the day care center.

30. Prescription: a written order for medicine
    The doctor gave her a prescription for her cold.

31. Priority: a coming before another
    Her son had priority for the job.

32. Product: a result of work
    The company made wood products.

33. Profit sharing: money for retirement (from a company)
    He needed his profit sharing when he stopped work.

34. Program: a plan
    WLR has a program for workers to go back to school.

35. Prorated: divided a certain way
    The interest on the loan was prorated for the year.

36. Public: for all people
    The public library is open every day.

37. Purchase: to buy
    I want to purchase a new dress.

38. Retirement: a time of not working after years of work
    Most people have retirement at age 65.

39. Salary: the pay for work done
    The doctor's salary was more than mine.

40. Savings: money put away for later
    My savings are in a bank.

41. Season: a time of year
    Spring is my best season.

42. Slots: openings
    There were 2 slots for new children at the day care.

43. Stock: shares in a company
    The owner of the store had the most stock in it.

44. Stress: strain
    The parents were under much stress with their child.

45. Supervisor: someone in charge of someone else
    The factory had 2 main supervisors.

46. Vacation: a rest from work
    He took a vacation to New York.

47. Vision: ability to see
    She had bad vision so she wore glasses.

48. Voluntary: of one's own choice
    His decision to go in the army was voluntary.

49. Wholesale: buying in large amounts
    The store bought wholesale to keep costs low.

WLR FOODS, INC.
BENEFITS
VOCABULARY EXERCISES

EXERCISE I
Put the best word in each sentence.

absent
death
dental
health
personal
vision

1. The man did not talk about his wife or kids or ______________________ things.

2. The ______________________ of my mom was sudden.

3. She had ______________________ work done when her teeth hurt.

4. His ______________________ was bad so he wore glasses.

5. She was ______________________ for 5 days when she was sick.

6. My ______________________ was better after my cold was gone.

EXERCISE II
Match the words that fit best.

1.	___________	benefit	a.	a fun day
2.	___________	club	b.	a time of not working after years of work
3.	___________	fee	c.	a good thing
4.	___________	holiday	d.	money or something else borrowed
5.	___________	loan	e.	an amount of money to pay
6.	___________	retirement	f.	a group of people with something in common

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EXERCISE III

Match the words that fit best.

1.	________	discount	a.	a rest from work
2.	________	funeral	b.	someone in charge of someone else
3.	________	insurance	c.	money put away for later
4.	________	savings	d.	an event to remember a dead person
5.	________	supervisor	e.	a promise to pay for a loss
6.	________	vacation	f.	amount off of a price

EXERCISE IV

Match the words that fit best.

1.	________	deduction	a.	money taken out of a paycheck
2.	________	leave	b.	a belonging to a group
3.	________	membership	c.	a result of work
4.	________	payment	d.	money for retirement
5.	________	product	e.	money given for something
6.	________	profit sharing	f.	a time off work

EXERCISE V

Unscramble the words.

absent
deduction
funeral
leave
personal
savings

_ _ _ _ _ _ _ _ _	eutonicdd
_ _ _ _ _ _ _ _	aelnoprs
_ _ _ _ _ _ _	urnlfea
_ _ _ _ _ _ _	sgnivas
_ _ _ _ _ _	esnbta
_ _ _ _ _	evlae

EXERCISE VI

Unscramble the words.

benefit
dental
health
holiday
payment
product

_ _ _ _ _ _ _ aiodhly

_ _ _ _ _ _ _ rdcpout

_ _ _ _ _ _ ltdnae

_ _ _ _ _ _ _ mnpytea

_ _ _ _ _ _ _ ieetfbn

_ _ _ _ _ _ tlhhea

EXERCISE VII

The following words are **compound words.** These words have 2 words inside them. Find the words in the compound words.

fulltime ____________ ____________

grandparent ____________ ____________

lifetime ____________ ____________

paycheck ____________ ____________

payroll ____________ ____________

sometime ____________ ____________

wholesale ____________ ____________

workday ____________ ____________

EXERCISE VIII

Fill in the blanks with compound words from Exercise VII.

1. Sunday is not a ____________________.

2. To live to be 90 is a long ____________________.

3. It is good to get a ____________________ after working hard.

4. If you work 40 hours a week, you work ____________________.

5. I want to go to Florida ____________________.

6. My ____________________ lives in Canada.

7. The bookkeeper does the ____________________.

8. The store gave ____________________ prices to its workers.

EXERCISE IX

Fill in the blanks.

1. Do you have a parent? __________ What is your parent's name? ________________________

2. Do you have a grandparent? __________ What is your grandparent's name? ________________________

3. Do you have a spouse? __________ What is your spouse's name? ________________________

4. Do you have a child? __________ What is your child's name? ________________________

5. Do you have a parent-in-law? __________ What is your parent-in-law's name? ________________________

6. Do you have a sister? __________ What is your sister's name? ________________________

7. Do you have a brother? __________ What is your brother's name? ________________________

EXERCISE X
Use each word in one sentence.

1. brother: ____

____

2. child: ____

____

3. grandparent: ____

____

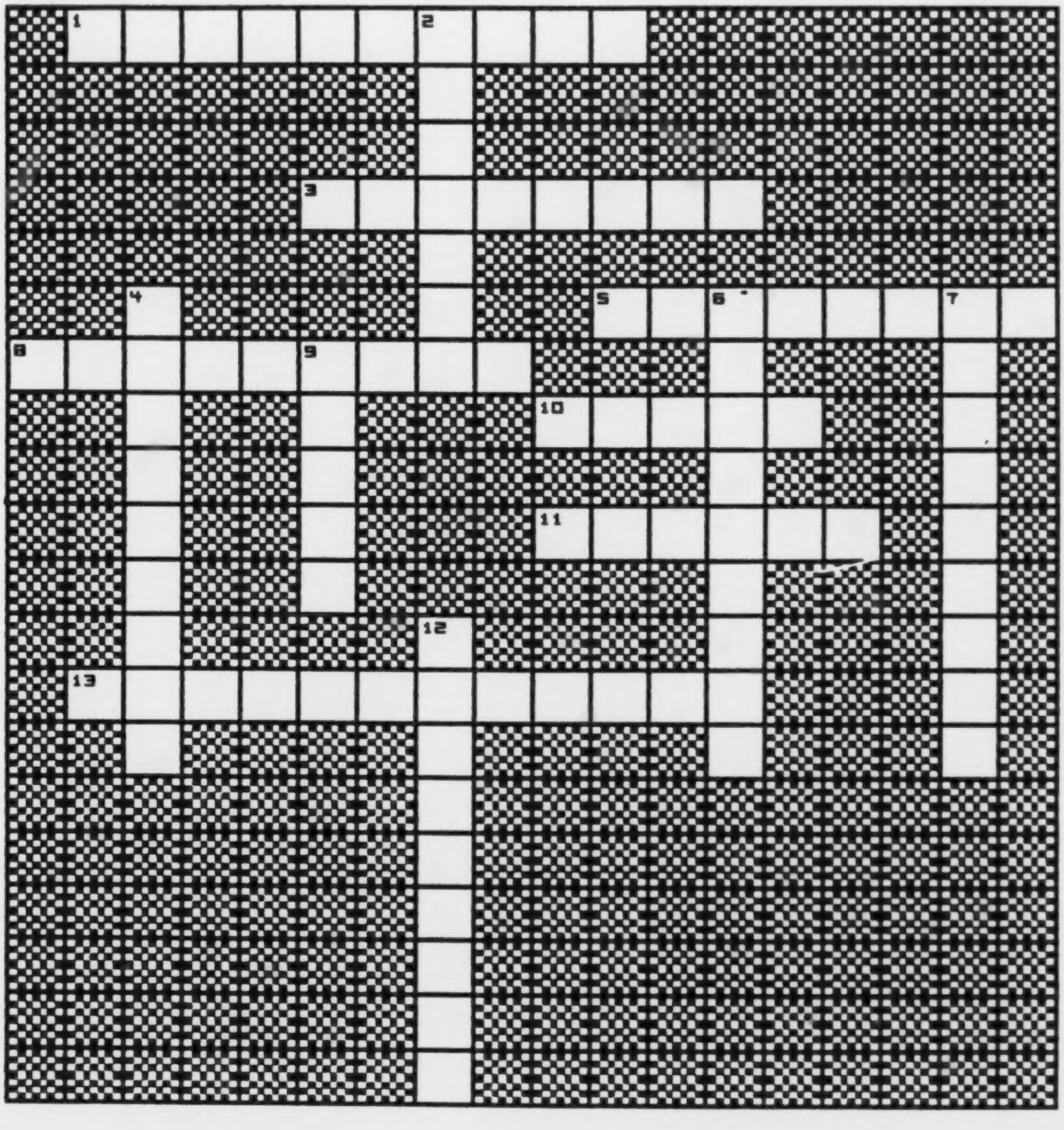
4. parent: ____

____

5. spouse: ____

____

WLR VOCABULARY I



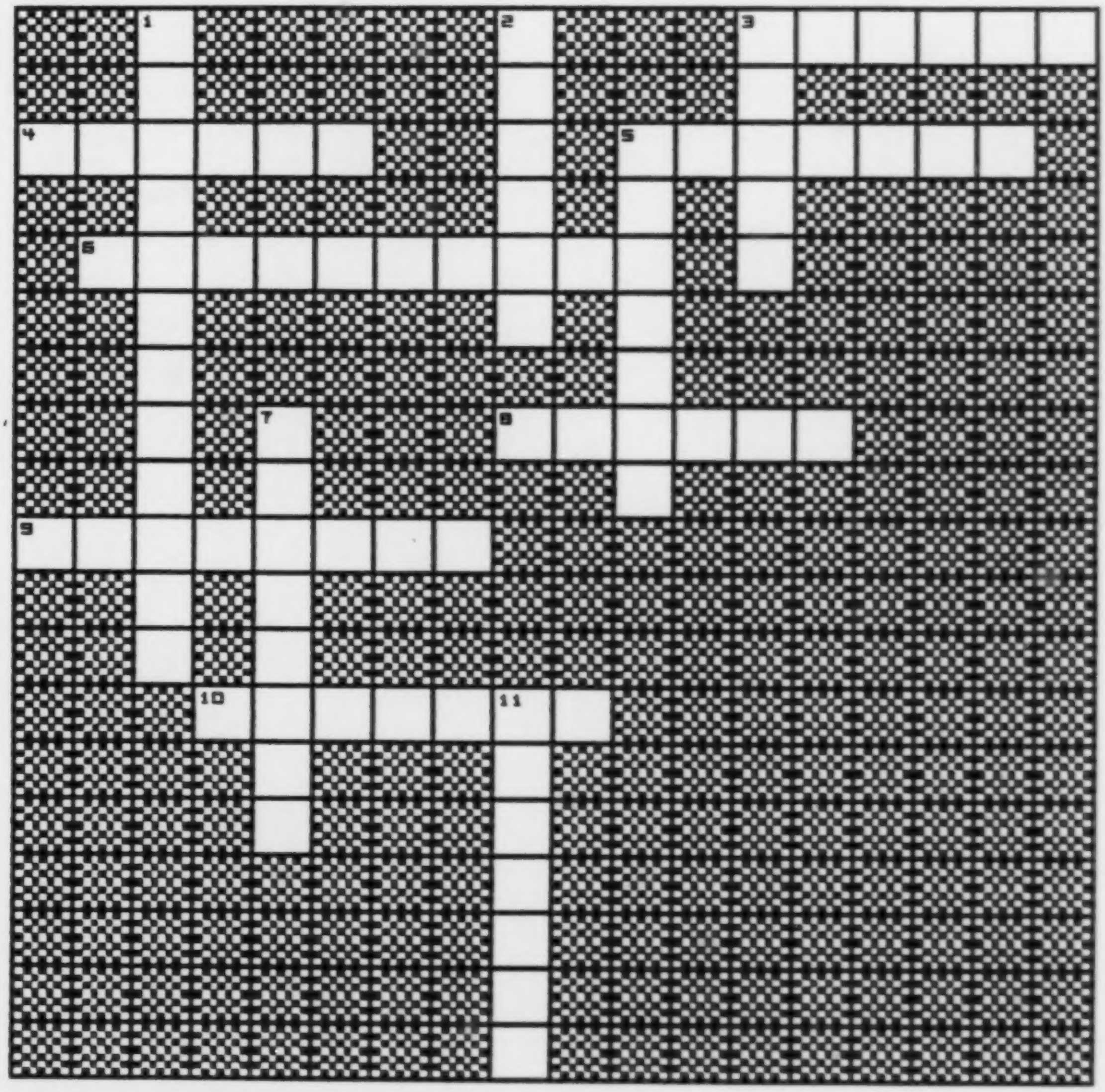
ACROSS CLUES

1. A HELP
3. DIVIDED A CERTAIN WAY
5. A WORKER
8. BUYING IN LARGE QUANTITIES
10. ABOUT THE LAW
11. STRAIN
13. A WRITTEN ORDER FOR MEDICINE

DOWN CLUES

2. A DRINK SUCH AS WINE OR BEER
4. OF ONE'S OWN CHOICE
6. A POSITION
7. ABOUT FEELINGS
9. SHARES IN A COMPANY
12. ABOUT MONEY

WLR VOCABULARY II



ACROSS CLUES

3. A TIME OF YEAR
4. IN A YEAR
5. A PLAN
6. A LACK OF AN ABILITY
8. THE PAY FOR WORK DONE
9. COMING BEFORE ANOTHER
10. ABOUT MARRIAGE

DOWN CLUES

1. AS A SECRET
2. FOR ALL PEOPLE
3. OPENINGS
5. FROM A PAYCHECK
7. TO BUY
11. A TIME AWAY

WORD LIST: WLR VOCABULARY I

ALCOHOL
ASSISTANCE
EMPLOYEE
EMOTIONAL
FINANCIAL
LEGAL
PLACEMENT
PRORATED
PRESCRIPTION
STRESS
STOCK
VOLUNTARY
WHOLESALE

WORD LIST: WLR VOCABULARY II

ABSENCE
ANNUAL
CONFIDENTIAL
DISABILITY
MARITAL
PAYROLL
PROGRAM
PRIORITY
PUBLIC
PURCHASE
SALARY
SEASON
SLOTS

WAMPLER-LONGACRE CHICKEN
BENEFITS

You get a **PAYCHECK** for your work at WLC.
You also get many **BENEFITS** for your work at WLC.

The benefits are:

1. Vacation Time
2. Paid Holidays
3. Insurance
4. Leaves of Absence
5. Credit Union
6. Products for Sale
7. Career Enhancement Program
8. Child Care Placement
9. Employee Assistance Program
10. Employee Stock Purchase Plan

****

1. Vacation Time

- The next January 1 after you begin work at WLC, you get prorated vacation time.
- The next January 1 after you have worked 1 year at WLC, you get 1 week of vacation.
- The next January 1 after you have worked 2 years at WLC, you get 2 weeks of vacation.
- The next January 1 after you have worked 8 years at WLC, you get 3 weeks of vacation.
- The next January 1 after you have worked 16 years at WLC, you get 4 weeks of vacation.

You must be a **FULLTIME** employee to get paid vacation benefits.

****

2. Paid Holidays

You get paid holidays after 90 days of work.

Paid Holidays at WLC are:

- New Year's Day
- Memorial Day
- Fourth of July
- Labor Day
- First Day of Deer Season
- Thanksgiving
- Christmas

****

3. Insurance

You may get 3 kinds of insurance at WLC:

- Health Insurance
- Life Insurance
- Short-term Disability Insurance

Retirement is another benefit you have at WLC.

a. Health Insurance

- You pay a small cost to get health insurance.
- You may get a **FAMILY PLAN** for a small cost.
- Health insurance is **DENTAL** and **VISION** insurance also.
- Health insurance includes a prescription card.
- You must be a fulltime employee to get health insurance.
- You must work 90 days to get health insurance.

b. Life Insurance

- WLC buys life insurance for you: 1 1/4 X your annual pay.
- You may buy more life insurance also.

c. Short-term Disability Insurance

- WLC pays for short-term disability insurance.
- The insurance pays $125/week for up to 26 weeks.

d. Retirement

- You may be a part of the **SALARY SAVINGS** and **PROFIT SHARING** plan at WLC. This plan is for **RETIREMENT.**

  The plan has 2 parts:

  Salary Savings: You put money in. WLC will put in $.50 for each $1.00 you put in, up to 4% of your pay.

  Profit Sharing: WLC puts money in at the end of each year.
- You must be 21 years old to be a part of the plan.
- You must be a fulltime employee to be part of the plan.
- You must work 1 year to be a part of the plan.

* * *

4. Leaves of Absence

You may need a leave from work sometime.
There are 2 kinds of leaves at WLC:

- Funeral Time Off
- Personal Time Off

a. Funeral Time Off

- You may take time off work for a funeral whem there is a death in your family:
    - a spouse
    - a child
    - a parent or parent-in-law
    - a brother or sister
    - a grandparent
- You will be paid for 3 days off work. The days must be:
    - in a row
    - one day must be the funeral day
    - the days paid must be workdays
- You must be a fulltime employee to get funeral time off.
- You must work 90 days to get funeral time off.
- You must call your supervisor when you find out about a death in your family.

b. Personal Time Off

- If you need more days off work, you must talk to your supervisor or the Personnel Department.
- Personal time off is not paid for.

****

5. Credit Union

You may join the Credit Union at WLC.
Your family may join the Credit Union at WLC.

You may get a **LOAN** at the Credit Union.
You may use **PAYROLL DEDUCTIONS** at the Credit Union for:
    - savings
    - loan payments
    - Christmas Club/Vacation Club

There is a $1 **LIFETIME MEMBERSHIP FEE.**

****

6. Products for Sale

You may buy products at the WLT public store at Dayton, Virginia. You may also buy at the WLC employee store in Broadway, Virginia.

You will get a 10% discount for products you buy at Dayton and wholesale prices for products at Broadway.

****

7. Career Enhancement Program

You may take classes at WLC to:

- learn English better
- learn to read better and do math
- get your G.E.D.

You must talk to the Personnel Department if you want to take classes.

****

8. Child Care Placement

WLC has priority for child care slots at:

- Plains Day Care Center - Broadway
- Littlest Lamb Day Care Center - Dayton

Talk to the Personnel Department if you need help finding child care.

****

9. Employee Assistance Program

If you have a personal problem, the Rockingham Employee Assistance Program (REAP) may be able to help you.

Problems may be: health, marital, family, financial, alcohol, drug, legal, emotional, stress or other.

REAP is confidential and voluntary.

Call 433-REAP (433-7327) for help, 24 hours a day, 7 days a week.

****

10. Employee Stock Purchase Plan

You may buy stock in WLR.

You use payroll deductions to buy stock.

Talk to the Personnel Department if you want to buy stock.

****

IMPORTANT:

PERSONNEL OFFICE PHONE NUMBER - (WLC) 896-0667

Use this number
- when you will be absent
- when you have a question about insurance

WAMPLER-LONGACRE CHICKEN
BENEFITS
EXERCISES

EXERCISE I - Vacation Time
Read about "Vacation Time." Fill in the blanks.

1. How many years have you worked at WLC? __________

2. How many weeks of vacation do you get? __________

3. If you worked 2 years at WLC, how many weeks of

vacation do you get? __________

4. If you worked 12 years at WLC, how many weeks of

vacation do you get? __________

5. Do parttime workers get vacation time at WLC? __________

EXERCISE II - Paid Holidays
Read about "Paid Holidays." Read each question and choose the best answer.

1. _____ You get paid holidays after (a) 30 days of work, (b) 60 days of work, (c) 90 days of work, (d) one year of work.

2. _____ All of the following are paid holidays except: (a) Memorial Day, (b) Labor Day, (c) Thanksgiving Day, (d) Arbor Day.

3. _____ There are (a) 5, (b) 6, (c) 7, (d) 8 paid holidays at WLC.

EXERCISE III - Insurance

Read about "Insurance." Draw a line from each sentence to the kind of insurance it describes. (There may be more than 1 line to each kind of insurance.)

1. You pay a small cost to get this.
2. You must be 21 years old to get this.
3. This includes dental and vision insurance.
4. You may buy more of this also.
5. You must work 1 year to get this.

HEALTH INSURANCE

LIFE INSURANCE

RETIREMENT

EXERCISE IV - Leaves of Absence

Read about "Leaves of Absence." Read each question and choose the best answer.

1. ______ You may take time off work for a funeral of all of the following except (a) a brother, (b) a parent-in-law, (c) a grandparent, (d) a close friend.

2. ______ You may take (a) 1, (b) 2, (c) 3, (d) 5 days off work for a funeral.

3. ______ To get paid for days off work for a funeral, (a) the days must be in a row, (b) you must have worked 1 year at WLC, (c) you must have worked 30 days at WLC, (d) the days must be for a trip.

Answer the questions.

1. To get personal time off, you must talk to

____

2. When is 1 good time to take a personal leave?

____

EXERCISE V - Credit Union

Read about the "Credit Union." Answer the questions.

1. Who may join the Credit Union?
yes or no:
_____ you
_____ your spouse
_____ your child
_____ your friend
_____ your neighbor

2. What can you get at the Credit Union?
yes or no:
_____ a loan
_____ a gift when you join
_____ payroll deduction for savings
_____ payroll deduction for loans
_____ payroll deduction for Christmas Club

EXERCISE VI - Products for Sale

Read about "Products for Sale." Answer the questions.

1. Where may you buy WLC products?

____

2. What discount do you get for WLT products at Dayton?

____

EXERCISE VII - Career Enhancement Program

Read about the "Career Enhancement Program." Answer the questions.

1. What department do you talk to if you want to take classes?

____

2. Why are _you_ taking the Career Enhancement Program?

____

EXERCISE VIII - Child Care Placement

Read about "Child Care Placement." Answer the questions.

1. Yes or no: WLC provides child care for its workers' children. ____________

2. Yes or no: WLC provides priority slots for child care at 2 day care centers. ___________

3. What department do you talk to if you need help finding child care?

____

EXERCISE IX - Employee Assistance Program

Read about the "Employee Assistance Program." Put a check in front of each sentence that is true.

1. _____ REAP may help you if you have a marital problem.

2. _____ REAP may help you if you have a legal problem.

3. _____ REAP may help you if you have a car problem.

4. _____ REAP is required for everyone who works at WLC.

5. _____ REAP is confidential.

EXERCISE X - Employee Stock Purchase Plan

Read about the "Employee Stock Purchase Plan." Answer the questions.

1. What deductions do you use to buy stock?

____

2. What department do you talk to if you want to buy stock?

____

WAMPLER-LONGACRE TURKEY
BENEFITS

You get a **PAYCHECK** for your work at WLT.
You also get many **BENEFITS** for your work at WLT.

The benefits are:

1. Vacation Time
2. Paid Holidays
3. Insurance
4. Leaves of Absence
5. Credit Union
6. Products for Sale
7. Career Enhancement Program
8. Child Care Placement
9. Employee Assistance Program
10. Employee Stock Purchase Plan

****

1. Vacation Time

- The next January 1 after you begin work at WLT, you get prorated vacation time.
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- The next January 1 after you have worked 2 years at WLT, you get 2 weeks of vacation.
- The next January 1 after you have worked 8 years at WLT, you get 3 weeks of vacation.
- The next January 1 after you have worked 16 years at WLT, you get 4 weeks of vacation.

You must be a **FULLTIME** employee to get paid vacation benefits.

****

2. Paid Holidays

You get paid holidays after 90 days of work.

Paid Holidays at WLT are:

- New Year's Day
- Good Friday
- Memorial Day
- Fourth of July
- Labor Day
- Thanksgiving
- Christmas

If WLT works on a holiday, you must work also.

To get a paid holiday, you must:
- work on the last working day before the holiday
- work on the first working day after the holiday.

If you **ARE LATE** before or after a holiday, you will not be paid for the holiday.

If you **LEAVE EARLY** before or after a holiday, you will not be paid for the holiday.

****

3. Insurance

You may get 3 kinds of insurance at WLT:

- Health Insurance
- Life Insurance
- Short-term Disability Insurance

Retirement is another benefit you have at WLT.

a. Health Insurance
- You pay a small cost to get health insurance.
- You may get a **FAMILY PLAN** for a small cost.
- Health insurance is **DENTAL** and **VISION** insurance also.
- Health insurance includes a prescription card.
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- You must be a fulltime employee to be part of the plan.
- You must work 1 year to be a part of the plan.

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****

4. Leaves of Absence

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- Funeral Time Off
- Personal Time Off

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- You may take time off work for a funeral when there is a death in your family:
  - a spouse
  - a child
  - a parent or parent-in-law
  - a brother or sister
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****

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You may use **PAYROLL DEDUCTIONS** at the Credit Union for:

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* * *

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* * *

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You may take classes at WLT to:
- learn English better
- learn to read better and do math
- get your G.E.D.

You must talk to the Personnel Department if you want to take classes.

* * *

8. Child Care Placement

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* * *

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****

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****

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or 1-800-221-4976

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WAMPLER-LONGACRE TURKEY
BENEFITS
EXERCISES

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4. If you worked 12 years at WLT, how many weeks of vacation do you get? __________

5. Do parttime workers get vacation time at WLT? __________

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2. _____ All of the following are paid holidays except: (a) Memorial Day, (b) Labor Day, (c) Thanksgiving Day, (d) Arbor Day.

3. _____ There are (a) 5, (b) 6, (c) 7, (d) 8 paid holidays at WLT.

4. _____ If WLT works on a holiday, you (a) must work also, (b) may choose to work, (c) may work part of a day, (d) do not work.

5. _____ To get paid for a holiday, you must (a) work on the last working day before the holiday, (b) work on the first working day after the holiday, (c) not be late before or after the holiday, (d) not leave early before or after the holiday, (e) all of the above.

EXERCISE III - Insurance

Read about "Insurance." Draw a line from each sentence to the kind of insurance it describes. (There may be more than 1 line to each kind of insurance.)

1. You pay a small cost to get this.

2. You must be 21 years old to get this.

3. This includes dental and vision insurance.

4. You may buy more of this also.

5. You must work 1 year to get this.

HEALTH INSURANCE

LIFE INSURANCE

RETIREMENT

EXERCISE IV - Leaves of Absence

Read about "Leaves of Absence." Read each question and choose the best answer.

1. _____ You may take time off work for a funeral of all of the following except (a) a brother, (b) a parent-in-law, (c) a grandparent, (d) a close friend.

2. _____ You may take (a) 1, (b) 2, (c) 3, (d) 5 days off work for a funeral.

3. _____ To get paid for days off work for a funeral, (a) the days must be in a row, (b) you must have worked 1 year at WLT, (c) you must have worked 30 days at WLT, (d) the days must be for a trip.

Answer the questions.

1. To get personal time off, you must talk to

____

2. When is 1 good time to take a personal leave?

____

EXERCISE V - Credit Union

Read about the "Credit Union." Answer the questions.

1. Who may join the Credit Union?
yes or no:
______ you
______ your spouse
______ your child
______ your friend
______ your neighbor

2. What can you get at the Credit Union?
yes or no:
______ a loan
______ a gift when you join
______ payroll deduction for savings
______ payroll deduction for loans
______ payroll deduction for Christmas Club

EXERCISE VI - Products for Sale

Read about "Products for Sale." Answer the questions.

1. Where may you buy WLC products?

2. What discount do you get for WLT products at Dayton?

EXERCISE VII - Career Enhancement Program

Read about the "Career Enhancement Program." Answer the questions.

1. What department do you talk to if you want to take classes?

2. Why are you taking the Career Enhancement Program?

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EXERCISE VIII - Child Care Placement
Read about "Child Care Placement." Answer the questions.

1. Yes or no: WLT provides child care for its workers' children. ___________

2. Yes or no: WLT provides priority slots for child care at 2 day care centers. __________

3. What department do you talk to if you need help finding child care?

____

EXERCISE IX - Employee Assistance Program
Read about the "Employee Assistance Program." Put a check in front of each sentence that is true.

1. _____ REAP may help you if you have a marital problem.

2. _____ REAP may help you if you have a legal problem.

3. _____ REAP may help you if you have a car problem.

4. _____ REAP is required for everyone who works at WLT.

5. _____ REAP is confidential.

EXERCISE X - Employee Stock Purchase Plan
Read about the "Employee Stock Purchase Plan." Answer the questions.

1. What deductions do you use to buy stock?

____

2. What department do you talk to if you want to buy stock?

____

WLR FOODS, INC.
BENEFITS
POST-TEST

1. __________ The man did not talk about his wife or children or things that were (a) club, (b) personal, (c) product, (d) dental.

2. __________ Her eyes hurt when she had a problem with her (a) benefit, (b) dental, (c) holiday, (d) vision.

3. __________ She was happy to buy the dress with a big (a) discount, (b) insurance, (c) product, (d) retirement.

4. __________ Her job gave her a good (a) grandparent, (b) fulltime, (c) paycheck, (d) sometime.

5. __________ To get 3 weeks of vacation, you must work at WLR (a) 2 years, (b) 5 years, (c) 7 years, (d) 8 years.

6. __________ All of the following are paid holidays at WLR except: (a) Easter, (b) New Year's Day, (c) Thanksgiving, (d) Labor Day.

7. __________ You get health insurance (a) with a dental plan, (b) at no cost to you, (c) after 30 days of work, (d) as a part-time employee.

8. __________ The profit sharing plan is for (a) all workers, (b) fulltime workers, (c) workers after 30 days of work, (d) workers after 60 days of work.

9. __________ To get 3 days of funeral time off, (a) you must have worked 1 year at WLR, (b) the funeral must be for a spouse, (c) you must need the days to travel to the funeral, (d) you must talk to your supervisor.

10. __________ REAP is (a) required of all employees, (b) for retirement, (c) for someone with personal problems, (d) for buying products at a discount.

WLR FOODS, INC.
BENEFITS UNIT EVALUATION

(To be done orally)

Fill in the blank with a number from 1 to 5:

5 - definitely
4 - most of the time
3 - some of the time
2 - seldom
1 - never

_____ I learned something new about the benefits of working at WLR by finishing this unit.

_____ I learned some new words by finishing this unit.

_____ I enjoyed doing the exercises and puzzles in this unit.

_____ I would encourage others to do this unit.

_____ This unit will help me in the future to know about my benefits.

Complete each of the following sentences:

If I could change something about this unit, I would _______

____

____

This unit will help me in the future when _______________

_______________ _______________________________

____

WLR FOODS, INC.
WORKPLACE CURRICULUM using WLR'S BENEFITS PACKAGE

SUPERVISOR FEEDBACK FORM

WLR employee, ______________________________, has completed a unit of workplace curriculum from the Career Enhancement Program.

From your perspective as this employee's supervisor, please fill in each blank with a number from 1 to 5: 5-definitely, 4-most of the time, 3-some of the time, 2-seldom, 1-never.

_____ The employee's work attitudes and motivation have improved in recent weeks following the instruction of workplace curriculum.

_____ The employee's understanding of WLR's benefits has improved in recent weeks following the instruction of workplace curriculum.

_____ The employee has talked positively about the instruction from workplace curriculum.

_____ The employee has encouraged others to consider the Career Enhancement Program option which uses workplace curriculum.

From your knowledge of the employee's job tasks and situations, could you list specific kinds of problems which would be helpful for your employee(s) to receive future instruction in.

____

____

____

____

____

____

WLR FOODS, INC.
BENEFITS UNIT ANSWER KEY

PRETEST

EXERCISE I
1. c
2. g
3. a
4. f
5. d
6. b
7. e

EXERCISE II
1. 3 weeks
2. 90 days
3. no
4. yes
5. 21 years old
6. 3 days
7. yes
8. 10% discount

VOCABULARY EXERCISES

Note: several of the vocabulary words have similar meanings (loan, fee / deduction, discount. . .) By process of elimination, the student should be able to answer all of the questions.

EXERCISE I
1. personal
2. death
3. dental
4. vision
5. absent
6. health

EXERCISE II
1. c (a good thing)
2. f (a group of people with something in common)
3. e (an amount of money to pay)
4. a (a fun day)
5. d (money or something else borrowed)
6. b (a time of not working after years of work)

EXERCISE III
1. f (amount off of a price)
2. d (an event to remember a dead person)
3. e (a promise to pay for a loss)
4. c (money put away for later)
5. b (someone in charge of someone else)
6. a (a rest from work)

EXERCISE IV

1. a (money taken out of a paycheck)
2. f (a time off work)
3. b (a belonging to a group)
4. e (money given for something)
5. c (a result of work)
6. d (money for retirement)

EXERCISE V

1. deduction
2. personal
3. funeral
4. savings
5. absent
6. leave

EXERCISE VI

1. holiday
2. product
3. dental
4. payment
5. benefit
6. health

EXERCISE VII

1.	full	time
2.	grand	parent
3.	life	time
4.	pay	check
5.	pay	roll
6.	some	time
7.	whole	sale
8.	work	day

EXERCISE VIII

1. workday
2. lifetime
3. paycheck
4. fulltime
5. sometime
6. grandparent
7. payroll
8. wholesale

EXERCISE IX

Answers will vary for each person.

EXERCISE X

Answers will vary. Check for complete sentence structure.

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BENEFITS EXERCISES

EXERCISE I - Vacation Time

1. answer will vary
2. answer will vary
3. 2 weeks
4. 3 weeks
5. no

EXERCISE II - Paid Holidays

1. c
2. d
3. c

(WLT only:)

4. a
5. e

EXERCISE III - Insurance

1. Health Insurance
2. Retirement
3. Health Insurance
4. Life Insurance (or Retirement)
5. Retirement

EXERCISE IV - Leaves of Absence

1. d
2. c
3. a
4. the Personnel Department
5. answer will vary (example: maternity leave, extended illness)

EXERCISE V - Credit Union

1. yes you
   yes your spouse
   yes your child
   no your friend
   no your neighbor
2. yes a loan
   no a gift when you join
   yes payroll deduction for savings
   yes payroll deduction for loans
   yes payroll deduction for Christmas Club

EXERCISE VI - Products for Sale

1. at the store at Dayton, Virginia
2. 10% discount

EXERCISE VII - Career Enhancement Program

1. Personnel Department
2. answer will vary (learn English better, learn to read better, get your G.E.D.)

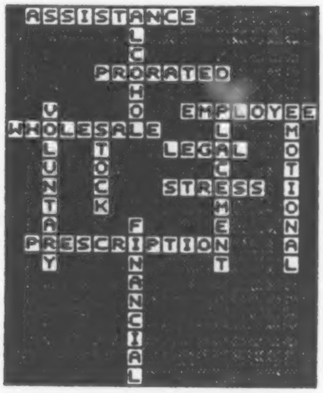
EXERCISE VIII - Child Care Placement
1. no
2. yes
3. Personnel Department

EXERCISE IX - Employee Assistance Program
1. yes
2. yes
3. no
4. no
5. yes

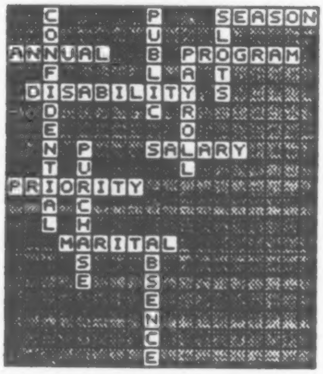
EXERCISE X - Employee Stock Purchase Plan
1. payroll deductions
2. Personnel Department

POST-TEST
1. b
2. d
3. a
4. c
5. d
6. a
7. a
8. b
9. d
10. c

NSWERS: WLR VOCABULARY I


ASSISTANCE
ALCOHOL
PRORATED
EMPLOYEE
WHOLESALE
VOLUNTARY
STOCK
LEGAL
STRESS
EMOTIONAL
PLACEMENT
PRESCRIPTION
FINANCIAL

SWERS: WLR VOCABULARY II


CONFIDENTIAL
PUBLIC
SEASON
SLOTS
ANNUAL
PROGRAM
DISABILITY
PAYROLL
SALARY
PURCHASE
PRIORITY
MARITAL
ABSENCE

WORKPLACE CURRICULUM using WLR'S DRUG AND ALCOHOL POLICY

PAT MARTIN
CURRICULUM WRITER

CAREER ENHANCEMENT PROGRAM
JAMES MADISON UNIVERSITY

TO THE TEACHER

This unit of WLR'S WORKPLACE CURRICULUM is based on WLR'S actual drug and alcohol policy. It has been rewritten to a low readability level in order to offer beginning and low level readers extra reading practise.using a topic that should be of interest to them. Instruction in vocabulary is also provided using words taken from the actual drug and alcohol policy.

OBJECTIVES

The learner will be able:

1. to read with comprehension WLR'S Drug and Alcohol Policy at the 3-4 grade level.

2. to demonstrate knowledge of WLR'S expectations of employees in regard to the Drug and Alcohol Policy.

3. to recognize and use vocabulary presented in the explanation of WLR'S Drug and Alcohol Policy.

MATERIALS

1. Pretest
2. Vocabulary
   - list of all words used in drug and alcohol policy
   - definitions of words used in vocabulary instruction/exercises
   - vocabulary exercises

   - word find puzzle
   - crossword puzzle
3. Drug and Alcohol Policy, rewritten to a third-fourth grade level
4. Reading comprehension exercises
5. Answer Key
7. Unit Evaluation (for use by the student)

The crossword puzzle used for vocabulary instruction/practice are available for use on Apple II GS disks.

WLR FOODS, INC
DRUG AND ALCOHOL POLICY
PRETEST

Part one:

Match the word with its meaning.

1.______ workplace

2.______ healthy

3.______ illegal

4.______ policy

5.______ hired

a. well, not sick

b. plan for action

c. the place where one works

d. paid to work

e. against the law

Part two:

Write a short answer.

1. What will happen if a worker has, uses, buys or sells drugs at work?

2. What test will a worker take before he/she can work at WLR?

3. Who can be tested for drugs at any time?

4. Where can workers get help if they have a drug or alcohol problem?

WLR FOODS, INC.
DRUGS AND ALCOHOL
VOCABULARY

KNOWN WORDS

a
about
and
any
are
ask
at
be
before
buy
buying
can
cares
caught
company
drug(s)
for
free
from
have
having
health
help
if
its
keep
make
may
not
of
or
our
problem
punished
reason
safe
sell
selling
tested
the
think
time
to
use
using
want(s)
way
we
will
work
workers
you

NEW WORDS FOR INSTRUCTION

alcohol
controlled
fired
healthy
hired
illegal
misusing
policy
safety
workplace

OTHER IDEAS FOR INSTRUCTION

Verbs: ask, buy, can, care, catch, fire, have, hire, help, learn, make, sell, test, think, use, want.
Use in writing sentences. Learn present, past and past participle forms. Change a verb that ends with e to the "ing" form. have-having; make-making, use-using.

Prepositions: about, at, before, for, from, of.

Related word forms:
health, healthy
safe, safety
work, worker, workplace
use, using, misusing.

WLR FOODS, INC
DRUG AND ALCOHOL POLICY
VOCABULARY DEFINITIONS

1. alcohol: a drink such as beer, wine or whiskey.
   You can get drunk from drinking alcohol.

2. controlled drugs: drugs that a doctor tells you to take and writes a prescription for.
   The doctor gave her a prescription for sleeping pills. Sleeping pills are controlled drugs.

3. fired: no longer paid to work, job ended.
   He was fired because he was selling drugs at work.

4. healthy: well, not sick.
   She didn't miss any days of work for two years because she was so healthy.

5. hired: paid to work.
   She was hired to package turkey wings at WLR Foods.

6. illegal: against the law.
   Cocaine is an illegal drug.

7. misusing: using something in the wrong way.
   Drinking beer in the WLR parking lot is misusing alcohol.

8. policy: plan for action.
   It is the policy of WLR Foods to give drug tests to all workers.

9. safety: freedom from danger.
   WLR Foods cares about the safety of its workers.

10. workplace: the place one works.
    Drugs and alcohol are not allowed at your workplace.

WLR FOODS, INC
DRUG AND ALCOHOL POLICY
VOCABULARY EXERCISES

EXERCISE ONE

Put the best word in the blank.

healthy alcohol illegal

hired fired

1. My son is ______________. He has not been sick for three years.
2. Driving 45 mph through the city of Harrisonburg is ____________________.
3. John was ________________ to drive a forklift at WLR.
4. Joe drank ____________ at the party so he asked his friend to drive home.
5. She was______________ because she used illegal drugs at work.

EXERCISE TWO

Match the words and meanings

________	1. policy	a. where you work
________	2. safety	b. plan for action
________	3. workplace	c. drugs that are prescribed by a doctor.
________	4. controlled drugs	d. freedom from danger.

WLR FOODS, INC
DRUG AND ALCOHOL POLICY
VOCABULARY EXERCISES

EXERCISE III: WORD FIND

A	B	D	J	Q	M	H	I	R	E	D	I	F	M
P	O	W	V	H	E	A	L	T	H	Y	T	I	I
R	O	W	O	R	K	P	L	A	C	E	H	R	S
T	M	L	O	H	L	A	E	V	H	A	W	E	U
S	A	M	I	R	H	J	G	S	E	L	I	D	S
A	L	I	F	C	K	L	A	L	C	C	H	A	I
F	I	R	S	P	Y	E	L	L	O	O	A	I	N
T	R	A	N	S	P	O	R	T	A	H	I	O	G
E	N	S	T	P	O	R	N	T	I	O	D	E	D
Y	E	S	T	C	O	N	T	R	O	L	L	E	D

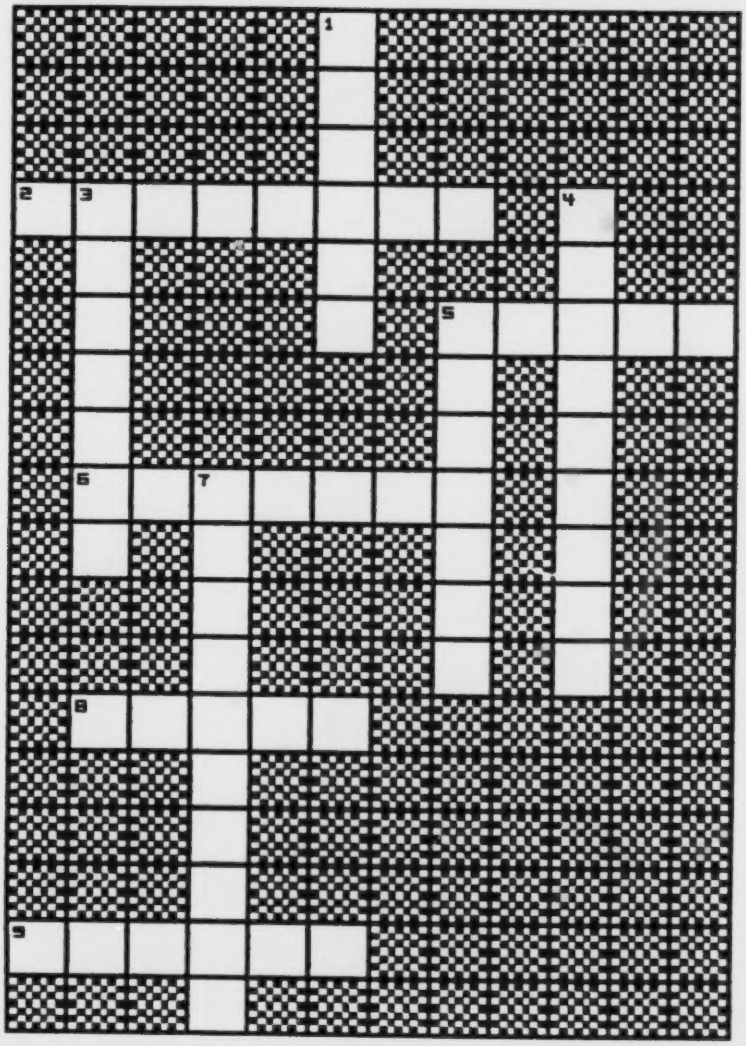
Find these words in the word find puzzle:
You can find words by looking across, down and diagonally.

HEALTHY
FIRED
HIRED
WORKER

WORKPLACE
ILLEGAL
POLICY
MISUSING

ALCOHOL
CONTROLLED
SAFETY

WLR DRUG POLICY



ACROSS CLUES

2. using something in a wrong way.
5. paid to work.
6. beer, wine, whiskey.
8. job ended.
9. freedom from danger.

DOWN CLUES

1. plan for action.
3. against the law.
4. where you work.
5. not sick.
7. Sleeping pills are ______ drugs.

WORD LIST: WLR DRUG POLICY

ALCOHOL
CONTROLLED
FIRED
HEALTHY
HIRED
ILLEGAL
MISUSING
POLICY
SAFETY
WORKPLACE

WLR FOODS
DRUG AND ALCOHOL POLICY

WLR cares about the health and safety of its employees. We want our workplace to be free from illegal drugs and alcohol. We have a drug and alcohol policy to make our work place safe and to keep our workers healthy.

The WLR drug and alcohol policy says:

1. You may not use or have controlled or illegal drugs or alcohol at work.
2. You may not buy or sell controlled or illegal drugs or alcohol at work.
3. You will be tested for drugs before you are hired.
4. You may be tested for drug use at any time if the company has a reason to think you may be using drugs.
5. You can be fired for:
   - -having or using illegal or controlled drugs or alcohol at work.
   - -buying or selling illegal or controlled drugs or alcohol at work.
6. WLR wants to help you if you have a drug or alcohol problem. You will not be punished in any way if you ask for help before you are caught misusing drugs or alcohol.

WLR FOODS, INC.
DRUG AND ALCOHOL POLICY
COMPREHENSION EXERCISES

EXERCISE ONE:

Below are some stories about people who work at WLR.
Read the stories.
Choose what would happen to them.
Tell why it would happen.

1. Joe went to a party on Friday night. He and some of his friends smoked marijuana at the party. When Joe goes to work on Monday,
a. he will be fired b. he will be tested for drugs
c. nothing will happen.

Why? ______________________________

____

2. Sally has a problem. She drinks too much alcohol. She wants help with her problem so she tells her supervisor about it. She will
a. be fired. b. have to take a drug test.
c. get help from WLR

Why? ______________________________

____

3. Sam usually comes to work ready to work hard. Yesterday he had two accidents in the morning. He just didn't act like he was awake. He said he had had plenty of sleep the night before. His supervisor will probably
a. send him home. b. have him take a drug test.
c. fire him.

Why? ______________________________

____

4. Sandy went to work with some marijuana in her purse. During break she gave some to her friend Mary. They sat outside and smoked it. If their supervisor sees them, they
a. will be fired. b. will be sent home for the day.
c. will be given a drug test.

Why? ______________________________

____

WLR FOODS, INC.
DRUG AND ALCOHOL POLICY
COMPREHENSION EXERCISES

EXERCISE TWO:

Put the following words in the blanks.

alcohol having health illegal work
workers workplace

WLR cares about the (1)__________ and safety of its employees. We want our (2) ________________ to be free from (3)________________ drugs and alcohol. We have a drug and (4)___________ policy to make our workplace safe and to keep our (5)________________ healthy.

You can be fired for (6)_______________ or using illegal or controlled drugs at (7)_______________

Put the following words in the blanks.

before drug fired misusing punished
reason selling tested time wants

You can be (8)__________ for buying or (9)___________ illegal or controlled drugs at work.

You may be (10)________________ for drug use at any (11)________ if the company has a (12)______________ to think you may be using drugs.

WLR (13)________ to help you if you have a (14) ______ or alcohol problem. You will not be (15)____________ in any way if you ask for help (16)______________ you are caught (17)________________ drugs or alcohol.

WLR FOODS, INC.
DRUG AND ALCOHOL POLICY

ANSWER KEY

PRETEST:

Part one:
1. c
2. a
3. e
4. b
5. d

Part two:
1. He/she will be fired.
2. A drug test.
3. Anyone, if the company has a good reason to think he/she is using drugs.
4. Workers can ask WLR for help.

VOCABULARY EXERCISES

Exercise one:
1. healthy
2. illegal
3. hired
4. alcohol
5. fired

Exercise two:
1. b
2. d
3. a
4. c

COMPREHENSION EXERCISES

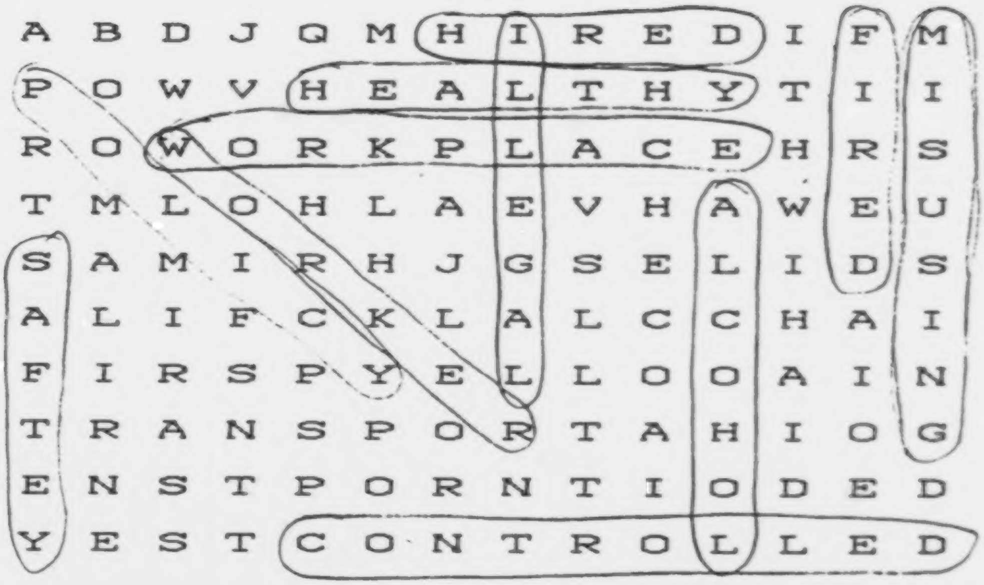
Exercise one:
1. c. Joe did not use drugs at the workplace.
2. c She asked for help before she was caught.
3. b Sam is acting differently than usual. The company has a reason to think that he may be using drugs.
4. a Sandy had an illegal drug at work and gave some to Mary. Mary will also be fired.

Exercise two:
1. health
2. workplace
3. illegal
4. alcohol
5. workers
6. having
7. work
8. fired
9. selling
10. tested
11. time
12. reason
13. wants
14. drug
15. punished
16. before
17. misusing

WLR FOODS, INC
DRUG AND ALCOHOL POLICY
VOCABULARY EXERCISES

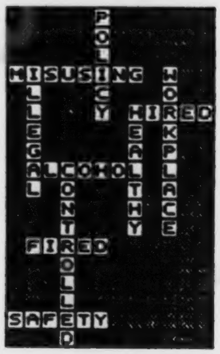
ANSWER KEY

EXERCISE III: WORD FIND



A	B	D	J	Q	M	H	I	R	E	D	I	F	M
P	O	W	V	H	E	A	L	T	H	Y	T	I	I
R	O	W	O	R	K	P	L	A	C	E	H	R	S
T	M	L	O	H	L	A	E	V	H	A	W	E	U
S	A	M	I	R	H	J	G	S	E	L	I	D	S
A	L	I	F	C	K	L	A	L	C	C	H	A	I
F	I	R	S	P	Y	E	L	L	O	O	A	I	N
T	R	A	N	S	P	O	R	T	A	H	I	O	G
E	N	S	T	P	O	R	N	T	I	O	D	E	D
Y	E	S	T	C	O	N	T	R	O	L	L	E	D

NSWERS: WLR DRUG POLICY


POLICY
MISUSING
WORKPLACE
ILLEGAL
HIRED
HEALTHY
ALCOHOL
CONTROLLED
FIRED
SAFETY

WLR
DRUG AND ALCOHOL UNIT EVALUATION

(Can be done orally)

Fill in the blank with a number from 1 to 5:

5 - definitely
4 - most of the time
3 - some of the time
2 - seldom
1 - never

________ I learned something new about the drug and alcohol policy at WLR by finishing this unit.

________ I learned some new words by finishing this unit.

________ I enjoyed doing the exercises and puzzles in this unit.

________ I would encourage others to do this unit.

________ This unit will help me in the future to know about the drug and alcohol policy.

Complete each of the following sentences:

If I could change something about this unit, I would ______

____

____

This unit will help me in the future when ____________________

____

WORKPLACE CURRICULUM
TEACHER FEEDBACK FORM

CEP curriculum used:

Company Name - ______________________________

Curriculum Concentration (reading, math, benefits, company policies, etc.) -

____

From your perspective after using this workplace curriculum, please fill in each blank with a number from 1 to 5: 5-definitely, 4-most of the time, 3-some of the time, 2-seldom, 1-never.

_____ The workplace curriculum reflected a connection to the student's work setting and/or specific job.

_____ The workplace curriculum correlated with the other competency-based curriculum materials.

_____ The workplace curriculum was consistent in its readability and/or skill level presentation.

_____ The workplace curriculum was of interest to the student(s).

Please comment on the readability/skill level of the curriculum:

____

____

Please comment on the content of the curriculum:

____

____

Please add any suggestions for future workplace curriculum materials which would be helpful to you. Include readability/skill level and content as well as specific ideas for how you would use the material.

____

____

____

WLR FOODS, INC.
WORKPLACE CURRICULUM using WLR'S SAFETY INFORMATION

LINDA GNAGEY
CURRICULUM WRITER

CAREER ENHANCEMENT PROGRAM
JAMES MADISON UNIVERSITY

SAFETY ON THE JOB

TO: Career Enhancement Program Student

These pages are a unit about safety at work. The unit includes many general safety ideas and concerns as well as rules for safety at this plant.

**1. To begin this unit, do the CHECK YOURSELF exercises. Then, look in the back at the ANSWER KEY to see how well you did. (These exercises will give you an idea of what the unit is about.) Maybe you already know a lot about safety. But, you may learn some new ideas.

**2. Read SOME WORDS TO KNOW and SOME TERMS TO KNOW. These words will help you in the reading on the following pages.

**3. Read the two pages about SAFETY ON THE JOB. The first page is about what your employer does to have a safe workplace. The second page is about what you should do to have a safe workplace.

**4. Then, do SOMETHING TO READ AND DO. There are 3 exercises. Do them and then check your answers with the answer key.

**5. Complete the evaluation questions on the last page. Turn all materials in to your teacher.

WLR FOODS, INC.
SAFETY ON THE JOB

CHECK YOURSELF

Exercise I

Match each word with the best meaning.

1.	_____	FLAMMABLE	a.	poisonous
2.	_____	HAZARDOUS	b.	easily set on fire
3.	_____	PROTECTIVE	c.	having a change of air
4.	_____	TOXIC	d.	keeping from harm
5.	_____	VENTILATED	e.	dangerous

Exercise II

Write a short answer to each question.

1. Name an example of personal protective clothing.

____

2. Name one way an employee of WLR learns about safety.

____

3. Who needs to know about any injuries which have happened on the job?

____

4. Give one hint about how to lift correctly.

____

5. Who can unsafe conditions at WLR be reported to?

____

WLR FOODS, INC.
SAFETY ON THE JOB

SOME WORDS TO KNOW

1. FLAMMABLE: easily set on fire
   Newspapers are flammable when stored near a furnace.

2. FUMES: harmful or strong gases or smoke
   The fumes from the wood stove hurt my eyes.

3. HAZARDOUS: dangerous
   Loud music may be hazardous to a person's hearing.

4. HAZARDS: unsafe conditions or practices; dangers
   A pilot knows the hazards of flying in a storm.

5. TOXIC: poisonous
   Smoke from factories is toxic to many birds.

6. VENTILATION: good air flow; a change of air
   Schools need good ventilation after summer vacation.

SOME TERMS TO KNOW

1. OSHA (Occupational Safety and Health Administration): a government agency which sets and enforces safety and health standards at work places. The Occupational Safety and Health Act of 1970 set up this agency. The law says that workers should have a safe and healthful workplace. WLR follows this law..

2. REPETITIVE MOTION INJURIES: damages resulting from the same action being done repeatedly in a person's job. (ERGONOMIC applications are available at WLR for persons who are injured. ERGONOMICS means the study of work - fitting the job task to the employee, thereby reducing stress.)

3. SOCIAL SECURITY: a department of the U.S. government. Money is collected from employees and employers. The money is paid out when a person retires or sometimes when a person is disabled.

4. WORKERS' COMPENSATION: weekly cash benefits and medical expenses paid to a worker who was injured at work or who has an occupational illness.
   (An OCCUPATIONAL ILLNESS is an illness caused by some working conditions.)

WLR FOODS, INC.
SAFETY ON THE JOB

Accidents can happen anywhere: at home and at work. Safety is important. Most of us try to be careful at home and on the job so that we do not have accidents. We try to set up the places where we live and work to be safe. We try to do things safely.

Making sure that WLR is a safe place to work is the job of both the EMPLOYER and the EMPLOYEES at WLR. When there are no accidents or injuries at WLR, the employees may enjoy good health and the employers enjoy lower costs from losses.

****

WLR'S EMPLOYER plans a safe workplace to help prevent accidents from happening. WLR tries to provide:

1. PROPER LIGHTING
   Workers must be able to see clearly in order to use machinery and tools.

2. GOOD AIR FLOW
   Unpleasant gases or smoke (fumes) may be toxic. If there is a good air flow (good ventilation), factory air is kept fresh and clean. Fresh air keeps workers more alert.

3. SAFE NOISE LEVEL
   WLR seeks to provide ways to reduce the noise produced by machines. Earplugs for workers are provided and are to be worn in required areas.

4. ADEQUATE WORK SPACE

5. RIGHT TOOLS FOR EACH JOB

6. TOOLS AND MACHINERY INSTALLED PROPERLY AND IN GOOD WORKING CONDITION

7. TRAINING FOR EMPLOYEES TO WORK WITH AND CARE FOR TOOLS AND MACHINERY

8. PERSONAL PROTECTIVE CLOTHING AND EQUIPMENT
   (earplugs, gloves, eye protection)

9. PROTECTION FROM HAZARDOUS MATERIALS
   WLR will provide training in how to read and use
   - Warning Labels
   - Material Safety Data Sheets
   - Personal Protective Equipment

10. PROCEDURE FOR RESPONDING TO REPETITIVE MOTION INJURIES

****

WLR'S EMPLOYEES work as well to prevent accidents from happening.

**** TO AVOID ACCIDENTS an employee should:

1. DRESS RIGHT
   An employee should pay attention to sleeve length, hair and jewelry. An employee may be required to wear a jacket, hairnet, etc.

2. PROTECT SELF WITH SPECIAL SAFETY EQUIPMENT
   An employee may need to use ear plugs, gloves or safety glasses.

3. PAY FULL ATTENTION TO WORK

4. READ DIRECTIONS, LABELS, WARNINGS AND SIGNS
   Each employee learns about safety rules from their supervisor on a job or from reading WLR's safety materials. Workers are reminded of safety rules by printed warnings and signs.

5. USE THE RIGHT TOOLS FOR EACH JOB

6. TREAT TOOLS AND MACHINES WITH CARE
   Each employee should use safety guards on machines. Tools and machines should only be used for the jobs they were meant to do.

7. KEEP WORK AREAS CLEAN

8. LIFT CORRECTLY:
   a. bend knees
   b. hug the load
   c. let muscles in legs do actual lifting
   d. never twist when lifting

9. KNOW ABOUT FIRE SAFETY:
   a. know where fire extinguishers are
   b. know where all exits are
   c. in case of fire, leave the building
   d. know where to find emergency phone numbers
   e. know where and how to store flammable items

10. REPORT UNSAFE CONDITIONS OR PRACTICES (HAZARDS) TO SUPERVISOR

**** IN CASE OF AN ACCIDENT, an employee should:

REPORT ALL INJURIES, EVEN IF THEY SEEM INSIGNIFICANT, TO THE SUPERVISOR IMMEDIATELY

WLR FOODS, INC.
SAFETY ON THE JOB

SOMETHING TO READ AND DO

Exercise I

Here is a list of ways to prevent accidents at WLR.

- Put a W in front of each item that a worker, or employee, should do to prevent an accident.
- Put an R in front of each item that WLR, the employer, should do.

_____ 1. Make sure there is adequate work space for each worker

_____ 2. Make sure there is good ventilation at WLR

_____ 3. Read all labels on the job

_____ 4. Wear earplugs when required on the job

_____ 5. Lift by bending one's knees

_____ 6. Reduce the noise which machines make

_____ 7. Keep work areas clean

_____ 8. Provide training in use of Material Safety Data Sheets

_____ 9. Leave the building when there is a fire

_____ 10. Use safety guards on the machines

Exercise II

Fill in the blanks of the sentences below with one of the following words.

ATTENTION
EARPLUGS
EMPLOYEES
EMPLOYERS
EXTINGUISHERS

HAZARDS
PROTECTIVE
TRAINING
VENTILATION
WARNINGS

Accidents can happen at WLR, but WLR ____________________ have planned for a safe workplace to prevent accidents. WLR tries to provide good ____________________ so that workers have fresh air to stay healthy and alert. One way WLR reduces the noise which affects workers is to provide ____________________. Other ____________________ equipment may include gloves or safety glasses. All workers receive ____________________ to work with and care for tools and machinery.

Even though a safe workplace has been set up by WLR, all ____________________ play a part in avoiding accidents. Workers need to read all directions, ____________________ and signs. Knowing about fire safety is important, especially knowing where fire ____________________ are located. An employee needs to pay full ____________________ to the job and report any unsafe ____________________ to the supervisor.

Exercise III

Complete each sentence. There are no right or wrong answers.

1. One reason to care about safety at WLR is ______________

____

2. The most important thing WLR can do to provide a safe place to work is ______________________________

____

3. The most important thing I can do to prevent an accident at WLR is ______________________________

____

4. One time when safety on the job was not used was when

____

____

5. One new suggestion I have for safety at WLR is

____

____

WLR FOODS, INC.
SAFETY ON THE JOB

ANSWER KEY

CHECK YOURSELF

Exercise I

1. b. easily set on fire
2. e. dangerous
3. d. keeping from harm
4. a. poisonous
5. c. having a change of air

Exercise II

(one or more of the following for each question)

1. earplugs, gloves, eye protection
2. from their supervisor, from reading WLR's safety materials, from warnings and signs
3. the supervisor
4. bend knees, hug the load, let legs do lifting
5. the supervisor

SOMETHING TO READ AND DO

Exercise I

1. R
2. R
3. W
4. W
5. W
6. R
7. W
8. R
9. W
10. W

Exercise II

EMPLOYERS
VENTILATION
EARPLUGS
PROTECTIVE
TRAINING

EMPLOYEES
WARNINGS
EXTINGUISHERS
ATTENTION
HAZARDS

Exercise III

(answers will vary)

WLR FOODS, INC.
SAFETY ON THE JOB

UNIT EVALUATION

Fill in the blank with a number from 1 to 5:

5 - definitely
4 - most of the time
3 - some of the time
2 - seldom
1 - never

__________ I learned something new about safety at WLR by doing this unit.

__________ I learned some new words and terms by doing this unit.

__________ I enjoyed doing the exercises in this unit.

__________ I would encourage others to do this unit.

Complete each of the following sentences:

If I could change something about this unit, I would _______

____

____

This unit will help me in the future when __________________

____

Readabilities for: SAFETY UNIT

Readability Formula	Sample Number						Average
	1	2	3	4	5	6	
SPACHE	4+	3.2	4+				Invalid
DALE-CHALL	8.0	7.0	8.8				7.9
FRY	5	6	6				6
FLESCH	77	79	75				77
RAYGOR	5	5	9				6
FOG	8	9	9				9
SMOG	8.4	8.4	8.4				8.4

Poultry Plant Dialogues

"ON THE JOB WITH JOHN"

MARCH, 1992

DIALOGUE I.
AT THE TIME CLOCK

JOHN:

I want to go to Mexico to visit my family in July. My mother's having a big birthday party in July and I want to be there. I have to ask my supervisor if I can change my vacation from June to July.

I came to work early to talk to my supervisor. I'll ask him if I can take my vacation in July. There's Mr. Miller.

Hi, Mr. Miller.

MR. MILLER:

Hi, John. You came to work early today. I'm glad to see you here.

JOHN:

I came in early to ask you a question. My vacation is scheduled for June, but I want to change it to July. I want to go to Mexico to visit my family in July. My mother's having a big birthday party and I don't want to miss it. Can I change my vacation to July?

MR. MILLER:

So, you want to take a vacation in July? Let me see when the other workers on your shift have vacations planned.

It looks to me as if July is open for vacations. What week do you want to go to Mexico?

JOHN:

My mother's birthday is July 10. I'd like to go to Mexico for the week of July 5 - 11.

MR. MILLER:

The week of July 5 - 11 looks great. I'll put you down for that week.

JOHN:

Thanks, Mr. Miller. I'll plan to be on vacation that week. My family will be glad. I'll tell them I'm coming to Mexico then.

I think it's time for me to get to work. Thanks again.

ANSWER THE FOLLOWING QUESTIONS:

1. Why does John want to change his vacation time?

____

____

2. What does Mr. Miller have to do before he can OK the vacation?

____

____

3. Does Mr. Miller say John can change his vacation?

____

4. What week of vacation does John now have scheduled?

____

5. What are you planning to do on your next vacation?

____

____

DIALOGUE II.
IN THE BREAKROOM

JOHN:

I'm ready to go home and it's not even lunch time.

TOM:

What's happening? You having a bad day?

JOHN:

Bad day? You wouldn't believe what's happened so far.

TOM:

Tell me. I need a good laugh.

JOHN:

Well, first of all, my car wouldn't start this morning. I had to call my brother to bring me here and he wasn't too happy about that.

TOM:

That car's been giving you a lot of trouble. Better think about getting one like mine!

JOHN:

I won't get into that talk. Let me tell you what happened when I got to work. I went to the supply room to get my gear. Well, wouldn't you know, they were out of jackets my size so I had to wear this huge one. I've been swimming in this thing all morning.

TOM:

Oh, it doesn't look so bad. Aren't kids wearing clothes big and baggy all the time?

JOHN:

Maybe, but I'm not a kid! I haven't told you the worst part of the day. My earplugs are driving me crazy! They're also too big and they keep falling out. I've been chasing them all over the plant floor.

TOM:

What a day! Why don't you talk to Mr. Miller and maybe he'll give you the rest of the day off. Doesn't sound like you're getting much work done anyway!

JOHN:

Did you forget? I don't even have a car here to go home early in. Oh, no! I talked too long and now I'm late going back to the line!

TOM:

I hate to tell you this John, but your hairnet is torn. Looks like your bad day isn't over yet!

ANSWER THE FOLLOWING QUESTIONS:

1. What time of day is it in the story?

____

2. What kind of day is John having?

____

3. What are 2 things that have happened to John?

- ____
- ____

4. What is the worst thing that has happened to you at work?

____

5. Write 2 or 3 sentences telling of John's afternoon.

____

____

____

____

DIALOGUE III.
IN THE HUMAN RESOURCES DEPARTMENT OFFICE

JOHN:

Mrs. Smith, do you have a minute? I have a question about my insurance.

MRS. SMITH:

I'd be glad to answer your question if I can. Someone in this office should be able to help you if I can't.

JOHN:

I've been working here at the plant for 6 months and I haven't had to go to a doctor until last week. I hurt my hand working on my car and needed stitches.

MRS. SMITH:

I hope you went to the doctor.

JOHN:

Oh, I did. And the doctor fixed my hand all up. I didn't mind going because I knew I had insurance from the plant. But, the woman at the doctor's office said I had to pay part of the doctor's bill. She called it "the deductible." I didn't know what deductible was. I thought my insurance was supposed to pay.

MRS. SMITH:

Well, John, you do have insurance. But, each person who has insurance has to pay so much money each year before the insurance company will pay the rest. The deductible isn't very much compared to the large bills you could get from a doctor or a hospital. After you pay your small part of the doctor's bill, your insurance from the plant will pay for the rest. Almost all insurances work that way.

JOHN:

What would happen if I had to go to the doctor again? Would I have to pay the deductible again?

MRS. SMITH:

No. The deductible you pay lasts for one year. Your insurance company then pays almost all of the rest of your bills. You do need to pay a small percentage of each bill though. Insurance is a way of sharing the payment of your bills. But, the company pays the biggest share.

JOHN:

My family has insurance from my work here. Do they need to pay a deductible each year too?

MRS. SMITH:

That's a little confusing. There's a deductible for one person in your family and then there's a deductible for your whole family. Once your family has paid their deductible, then the insurance company pays its share.

JOHN:

I think I understand but I'm not sure.

MRS. SMITH:

John, please feel free to come in whenever you have a specific question. That's what my job is - to answer questions!

ANSWER THE FOLLOWING QUESTIONS:

1. How long has John been working at the plant?

____

2. Why did John go to the doctor?

____

3. Does John or the insurance company pay for the biggest share of medical costs?

____

4. How long does the deductible last?

____

5. Write about a time when you used insurance.

____

____

____

DIALOGUE IV.
ON THE LINE

MR. MILLER:

John, the mechanics are working on your line and it should be running again in a minute.

JOHN:

Mr. Miller, if you have some time while I'm waiting, I've been wanting to ask you about taking time off work.

MR. MILLER:

Do you mean vacation time? We scheduled vacations a month or so ago.

JOHN:

No, I know about vacation time. I have a week in July when I'm going to Mexico. I just heard about a woman on my shift taking time off that wasn't for a vacation. I was wondering when we're allowed time off for other things that come up.

MR. MILLER:

Well, John, we try to be understanding of times when you need to be off work. We give any worker paid days off work for a death in his or her immediate family. We also give paid time off work if a worker is called to jury duty during working hours.

JOHN:

That's good to know. But, I think the woman took time off when someone in her family was sick. What about that kind of time off?

MR. MILLER:

That person may have had a personal leave off work. If a worker has a reason other than a death in the family or jury duty for time off work, the worker must go to the supervisor. It may be possible to take time off work called a personal leave. That time is not paid for by the company and is limited in length of time.

JOHN:

What if I would be sick for a long time? Would I lose all my pay for that time?

MR. MILLER:

You may have insurance through the company that pays for time off because of a short-term disability or a long-term disability. Whenever a situation comes up that you have questions about, talk to me or talk to the Human Resources Department. Each situation is different and may .be handled differently. So, don't hesitate to ask questions!

JOHN:

It looks like the line is moving again so I need to get to work. Thanks for the information. I hope I don't need to take time off work, but I'll talk to you again if something comes up.

ANSWER THE FOLLOWING QUESTIONS:

1. Why is John waiting to work right now?

____

2. What is it that John has a question about?

____

3. Why did the woman that John mentions take time off work?

____

4. Where should John go when he has a question about time off work?

____

5. Write about a time when you may need a personal leave.

____

____

DIALOGUE V.
ON THE WAY HOME

JOHN:

I really appreciate you giving me a ride home, Tom. My car's been giving me big trouble lately. It's time to trade it in I suppose.

TOM:

No problem with the ride. You live right on my way.

JOHN:

Tom, I heard about a guy on our shift getting fired today. Do you know what was up?

TOM:

Yeah, the guy was crazy. He was found drinking on the job. He must have a big problem because he carried the stuff to work and was trying to share it in the breakroom.

JOHN:

Boy, he does have a problem. So, the company can let him go just like that?

TOM:

Sure can! If you're found with drugs or alcohol on the job, you can be gone that same day! Tell you the truth, I'm glad for the policy. With the drug testing going on, I don't want anything around to even tempt me. Have you been tested lately?

JOHN:

No, not since I had the first test when I began here. It's not such a big deal for me. I don't use the stuff at home so they're not going to find anything during a test at work.

TOM:

Some workers mind it. One guy I work with was tested positive and was suspended for 30 days until he passed a clean test. And then he'll be on probation for a year.

JOHN:

If someone like that guy really has a problem with drugs or alcohol, he should ask for help. The company will be a lot more understanding if someone admits a problem before the problem is found out on the job.

TOM:

Admitting a problem isn't always easy. You're a good example of that.

JOHN:

What do you mean? I just told you that I don't use the stuff!

TOM:

I'm not talking about drugs or alcohol. I'm talking about your problem with that car of yours. It's taken you forever to admit it's good for nothing and ready to be traded in. I've been trying to tell you that for years!

ANSWER THE FOLLOWING QUESTIONS:

1. Why is John riding home with Tom?

____

2. Why was the guy that John mentions fired from work?

____

3. Has John ever been tested for drugs?

____

4. What problem did John have that took a long time to admit?

____

5. How do you feel about the drug and alcohol policy of your company?

____

____

Getting Dressed for Work

Rocco Turkeys, Inc.

(CCP Unit 21336)

Competencies

After completing this unit, the student should be able to:

- Ask for clothing supplies needed for work.
- Explain problems related to the clothing items used at work.

Skills Needed

- Requesting something politely
- Bringing up a problem

Vocabulary Needed

- Articles of clothing required for the job
- Requesting phrases
- Phrases to present a problem

Information Needed

- What kind of care is expected from employees
- What can be exchanged.

To the Teacher . . .

Getting Dressed for Work

Ideas for introducing the unit:

* *After students have finished the CCP Lesson 213361, review with them the articles of clothing presented. Then ask them what they need to wear to work.*

* Show a **picture of an employee dressed for work.** *See how many articles of clothing students can identify. Ask if they ever have problems with any of the items of clothing they use at work.*

Ideas for presenting the information, skills and vocabulary needed:

* Give students the "**Clothing Encyclopedia**" which has a page for each item of clothing used by employees.

a. *Read and discuss several pages a day until all items have been covered. As you go through each page make a list on the board of the names of the items and vocabulary to talk about problems with each one.*

b. *Have students look through the book and choose the items that they use. Then as a class, read and discuss the captions for each item. If there are some items that no one in the class uses, mention them at the end and discuss who would use them.*

* Give students the **"At the Supply Room"** Dialogues. *Read them as a class or individually, then go back and make a list of the items mentioned and the problems that were experienced with each one.*

Ideas for practicing the information, skills and vocabulary.

* Supply Room Role play -- *Students play the parts of the supply room aid, and employees who need different supplies.*

* Make **"Situation Cards"** presenting different problems with clothing items. *Students decide whose fault the problem is and how it should be presented to the supply room attendent.*

* **Matching Worksheets** -- Matching objects and names or drawing of a certain problem with a phrase describing that problem.

* **Comprehension Questions** on the encylopedia or dialogues.

To the Teacher . . . page 2

Geting Dressed for Work

Ideas for practice (cont.)

- Play a game as a class using the **5"x7" pictures** of items.
  - a. *Hold up one picture at a time. The first student to identify it correctly gets to hold that picture.*
  - b. *Divide the class into two groups. Appoint a secretary for each groups. Line up the pictures where everyone can see them. Give a time limit and see which group can identify the most pictures within that time.*
  - c. *Display the pictures where they can be seen. One student describes a problem with one of the items, but without using the name of that item. The rest of the students identify which item he or she is referring to. (Instead of a problem, students may simply describe the item.)*

What did that say?

Use the **Encylopedia of Company Clothing** to answer the following questions.

1. There are four different kinds of protection for your hands. What are they?

2. Why is it important to make sure your boots fit you well when you buy them?

3. What do you need if you want to get a new apron?

4. What time is the processing supply room open?

5. Who wears a red bump cap?

6. If you don't like your earplugs, who should you talk to?

7. What kind of jobs require safety glasses?

8. Who wears a dust mask and special pants?

9. If you want to take something that is damaged back to the supply room to get a new one, what do you need to know?

10. What sizes do gloves come in?

11. What is the difference between liners and rainbow gloves?

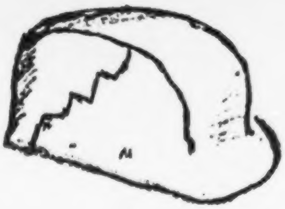
12. How can an employee get some plastic sleeves?

What's Wrong?

Match the phrase with the picture.

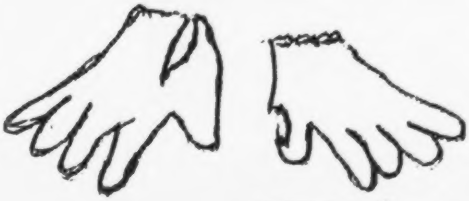
1. ____ It has a hole in it.

a.



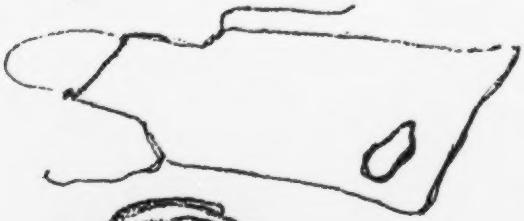
2. ____ They are torn.

b.



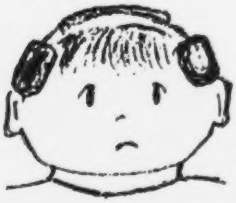
3. ____ It's cracked.

c.



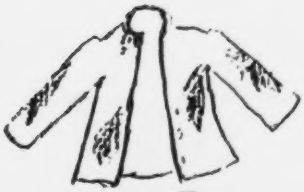
4. ____ It's dirty.

d.



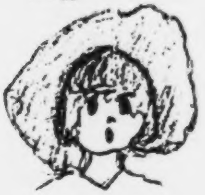
5. ____ It's too big.

e.



6. ____ They're too small.

f.

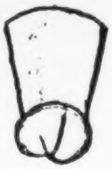


What is this?

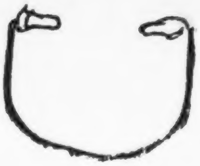
Match the items of clothing with the names on the left.

1. ___ boots
2. ___ earplugs
3. ___ dust mask
4. ___ earmuff
5. ___ safety glasses
6. ___ liners
7. ___ bump cap
8. ___ earband
9. ___ arm guard
10. ___ plastic sleeve

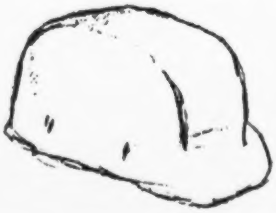
a.



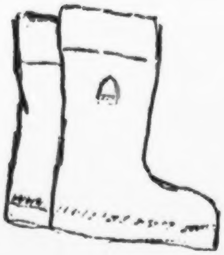
b.



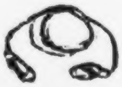
c.



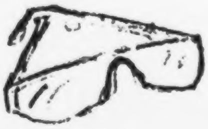
d.



e.



f.



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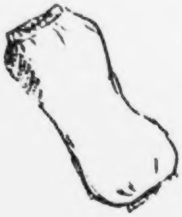

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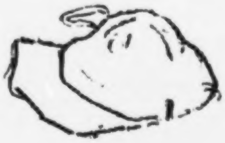

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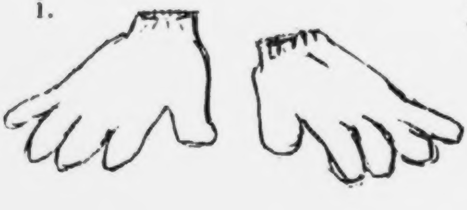

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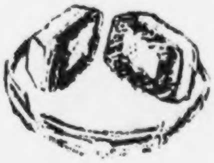


POULTRY PLANT ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue I.

Scene I.

David is a new worker at Rocco Turkeys, Dayton, Virginia. He works "on the line" using scissors to cut turkeys. David wears earplugs on the job. He's had a problem with the earplugs since he started his new job. When it's his turn for a break, he finds his supervisor, Bob, and talks with him.

DAVID:
Hey, Bob, may I talk with you a minute?

BOB:
Sure thing. I'm just on my way to get a cup of coffee. What can I help you with?

DAVID:
I have a problem with my earplugs, Bob. They've been making my ears hurt. I tried a different pair, but it seems that this kind of earplug irritates my ears.

BOB:
Once in awhile someone has that problem. Since you've already tried a different pair of plugs and it didn't help, you may want to try using an earmuff instead.

DAVID:
I'm willing to try anything! I'm tired of my ears ringing all the way home from work.

BOB:
Let me write a note to the supply room attendant. She'll give you a pair of earmuffs to try.

DAVID:
Thanks, Bob. Sorry I took time away from your break.

BOB:
No problem. See you later! And let me know how the earmuffs work.

Dialogue I.

Scene II.

David is continuing to have problems with whatever he puts on his ears for work. He's tried earplugs and earmuffs. Both cause his ears to hurt when he wears them and his ears ring after wearing them. His supervisor, Bob, suggests that he go to the Rocco nurse, Mary, to see what can be done.

DAVID:
Mary, my supervisor Bob said I should talk to you about the problem I'm having with my earplugs. Do you have a minute?

MARY:
Just a sec. Let me finish with this form.

Now, what can I help you with?

DAVID:
I feel silly coming in here, but my ears have been irritated constantly since I began working here at Rocco. I tried different pairs of earplugs and then my supervisor gave me earmuffs to wear. I can't get used to any of them. Do you have any ideas of what I can do?

MARY:
Well, David, I can issue you an earband to try. That's about the last resort. If you continue to have problems, you may need to check with a doctor.

Here's the earband. Try this for the rest of the week and come in on Friday to tell me how it worked. I think this may be your answer.

DAVID:
Thanks! I like my job here. I don't want to have to quit just because of a problem with my ears!

Dialogue I.

Questions to Answer

1. Where does David work? (What company?)

____

2. What job does he do?

____

3. When David found Bob and talked to him, what was Bob on his way to do?

____

4. What was David's first problem (in Scene I.)?

____

5. What was David's second problem (in Scene II.)?

____

****

Words to Know

EARPLUGS EARMUFFS EARBANDS

1. Where do you get earplugs? ________________________
Where do you get earmuffs? ________________________
Where do you get earbands? ________________________

****

IRRITATED RINGING HURT

2. Fill in the sentences with the 3 words above.

David's ears __________________ when he wears his earplugs. They become __________________. Even when he stops wearing the plugs, his ears keep __________________ all the way home.

****

SUPERVISOR	ATTENDANT	NURSE

3. Who is your supervisor? ____________________

Who is the supply room attendant? ____________________

Who is Rocco's nurse? ____________________

****

Phrases to Know

"do you have a minute?"

"just a sec"

"see you later"

"no problem"

"sure thing"

"this may be your answer"

"the last resort"

1. When you are going home from work, you may say,

____

2. When you want to talk to someone, you may say,

____

3. When you think you can solve a problem, you may say,

____

4. When you're glad to help someone, you may say,

____________________ or ____________________

5. When you have one final idea, you may call it,

____

6. When you have to wait to help someone, you may say,

____

POULTRY PLANT ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue II.

Scene I.

Sharon has worked at Rocco Turkeys, Dayton, Virginia, for six years. She has always taken good care of the apron she wears at work and has never had a problem with a damaged apron. But, she has a problem today!

PAM (Sharon's friend):
Sharon, did you know you have a huge rip in your apron - in the back?

SHARON:
Oh no! How did that happen? It looks like it's ready to be cut in two. Do you think I should go get another one now or can I wait until lunch break?

PAM:
You better go now. But, if I remember right, you're supposed to go to your supervisor to have him sign something before you can get a new one.

SHARON:
I think you're right. This has never happened to me before. But, this apron does look like it's the oldest one around.

Here comes Bob, our supervisor. I'll talk to him.

BOB:
Hi, Sharon. You look like you have a problem.

SHARON:
Just look at the back of my apron and you'll see my problem. Somehow I got a huge rip in the back. Do you need to sign something for me to get a new one?

BOB:
Yes. I'll sign my name right here on your apron and when you take a lunch break, you can go to the supply room to get a new one. I think this apron will stay together until lunch.

SHARON:
Thanks, Bob. I've worked here at Rocco for six years and this is the first time I've had this problem.

Dialogue II.

Scene II.

It's lunch break and Sharon goes to the supply room for a new apron.

SHARON:
Hi, Barbara! I have a damaged apron so I had Bob, my supervisor, sign it. Can I get a new one before this one splits in two?

BARBARA:
Yes, I'll get you another one. What's your employee number?

SHARON:
Oh, dear. I never remember it. Could I take the apron now and bring in my number later?

BARBARA:
Sorry, I have a rule to follow. I need your number before giving out or exchanging any supplies.

SHARON:
OK. I guess a rule is a rule. I'm going to lunch and then I'll be back with my number. See you later.

POULTRY PLANT ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue II.

Questions to Answer

1. Sharon talked to 3 people about her problem. Who?

First, ______________________________

Then, ______________________________

Lastly, ______________________________

2. What was Sharon's problem?

____

3. In Scene I., what did Sharon need to get before she could get a new apron?

____

4. In Scene II., what did Sharon need to get before she could get a new apron?

____

5. Does Sharon get a new apron at the end of Scene II?

____

****

Words to Know

DAMAGED HUGE NEW OLDEST

1. Use the 4 words above in the blanks.

Sharon's apron was ______________________ so she wanted a ______________________ one. She had a ______________________ rip in the back of the apron. She said her apron was the ______________________ one around.

****

2. Use the same 4 words in the blanks.

When you buy something at the mall, it is usually

____________________________.

When something rips in two, it is _______________________.

A grandparent may be the ____________________________ in the family.

If you have a _______________________ lunch, you may not want a big supper.

****

What do you think?

1. What is your job at Rocco?

____

2. How long have you worked at Rocco?

____

3. What is one problem you have had with the clothing you wear for work?

____

4. Can you think of a funny thing that happened at work with the special clothing all employees wear?

____

5. If you could change the clothing employees have to wear, what would you change?

____

POULTRY PLANT (ROCCO) ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Answer Key:
Dialogue I. Questions

Questions to Answer

1. Rocco Turkeys, Dayton, Virginia
2. He works "on the line" using scissors to cut turkeys.
3. get a cup of coffee
4. His earplugs are making his ears hurt.
5. His earmuffs make his ears hurt as well.

Words to Know

1. - from the supply room
   - from your supervisor (The supervisor may send a note to the supply room.)
   - from the first aid office (Rocco's nurse)
2. hurt, irritated, ringing
3. answers will vary
   (The supply room attendant is Barbara Knott.)

Phrases to Know

1. see you later
2. do you have a minute?
3. this may be your answer
4. no problem, sure thing
5. the last resort
6. just a sec

Total: 20 questions and answers

Dialogue II. Questions

Questions to Answer

1. Pam, Bob, Barbara
2. She had a huge rip in her apron.
3. She needed her supervisor's signature on her apron.
4. She needed her employee number.
5. no

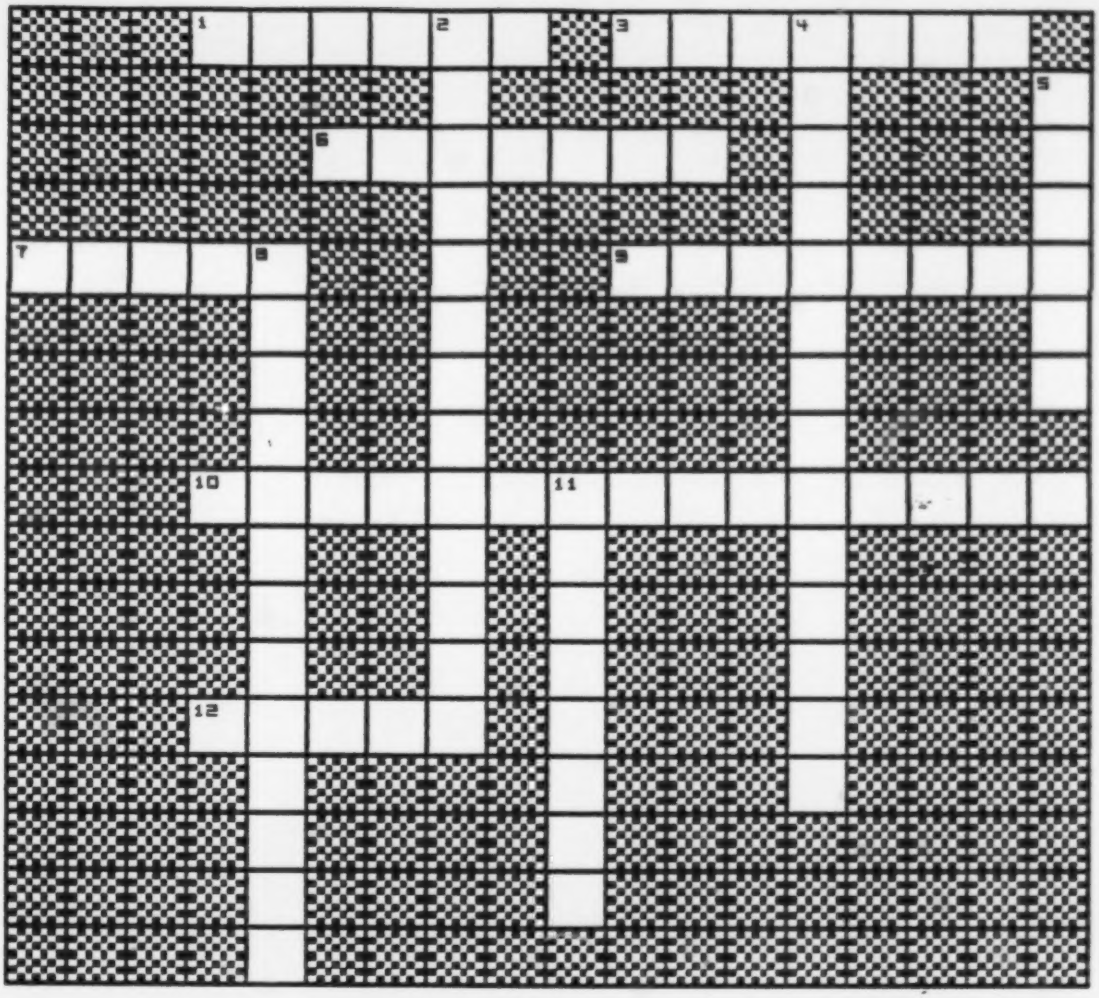
Words to Know

1. damaged, new, huge, oldest
2. new, damaged, oldest, huge

What do you think?: answers will vary

Total: 20 questions and answers

ROCCO CLOTHING



ACROSS CLUES

1. used under plastic gloves and make plastic gloves more comfortable
3. worn to protect an employee's head
6. worn on an employee's hair
7. worn on an employee's feet
9. worn only by hangers over an employee's mouth
10. worn by employees who use scissors, knives and air tools
12. worn over an employee's legs

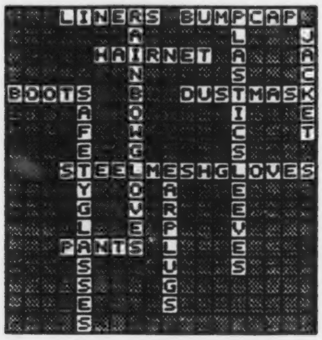
DOWN CLUES

2. dark in color, worn to keep hands warm
4. help to avoid a rash on an employee's arms
5. worn over other clothing; an employee in maintenance wears a blue one
8. must be worn by employees who work with chemicals
11. come from the supply room but if they don't work earmuffs or earbands may be used

WORD LIST: ROCCO CLOTHING

BOOTS
BUMPCAP
DUSTMASK
EARPLUGS
HAIRNET
JACKET
LINERS
PANTS
PLASTICSLEEVES
RAINBOWGLOVES
SAFETYGLASSES
STEELMESHGLOVES

ANSWERS: ROCCO CLOTHING



```
   LINERS BUMPCAP 
       A     L   J
     HAIRNET A   A
       N     S   C
BOOTS  B  DUSTMASK
    A  O     I   E
    F  W     C   T
    E  G     S    
   STEELMESHGLOVES
    Y  O A   E    
    G  V R   E    
    L  E P   V    
   PANTS L   E    
    S    U   S    
    S    G        
    E    S        
    S             
```

Encyclopedia of

Company Clothing

Rocco Turkeys, Inc.

Helpful Phrases

I'd like to exchange these ...
I'd like to exchange this ...

May I have some ...
May I have a ...

I need some ...
I need a ...

Excuse me, this ...... is damaged.
Excuse me, these .... are damaged.

I have a problem with these...
I have a problem with this ...

I'd like to buy a...
I'd like to buy some ...

Barbara Knott is the **Supply Room Attendant**.

Supply Room Hours

Eviscerating
5:00-6:15 a.m.
1:30-3:00 p.m.
8:00-flexible

Processing
5:45-8:15 a.m.
3:30-5:30 p.m.

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

HEAD AND FACE

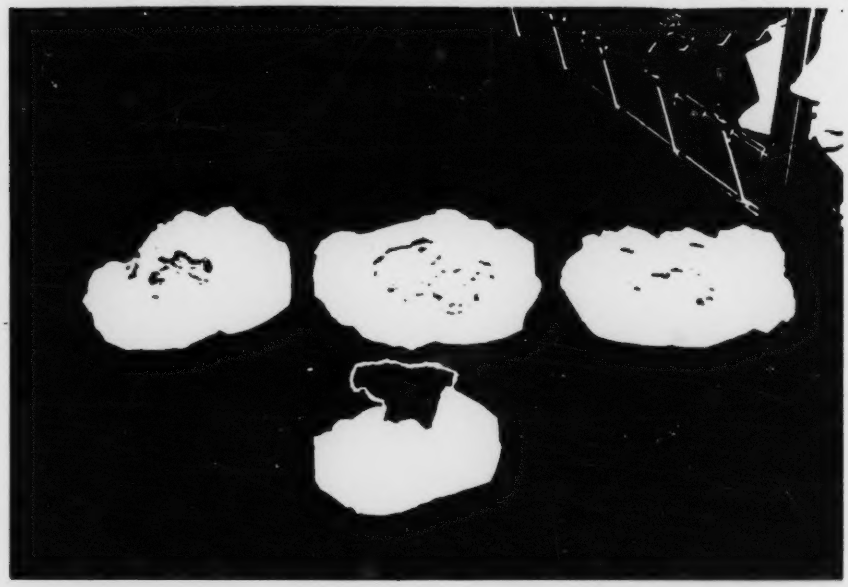
Supply Room Regulations

1. The supplies that you received free will be replaced at no cost if you trade in the old item. If you don't have the old item to trade in, you will have to pay for the new item, unless your supervisor approves the new item in writing. When you go to the supply room, be sure you know your **employee numberand** your **department number.**

2. Any item (except boots) that is no good will be replaced if you can show the supply room attendant the damage. When you go to the supply room, be sure you know your **employee number** and your **department number.**

HAIRNET and BEARDNET

Hairnets come in three different sizes: small, medium and large.



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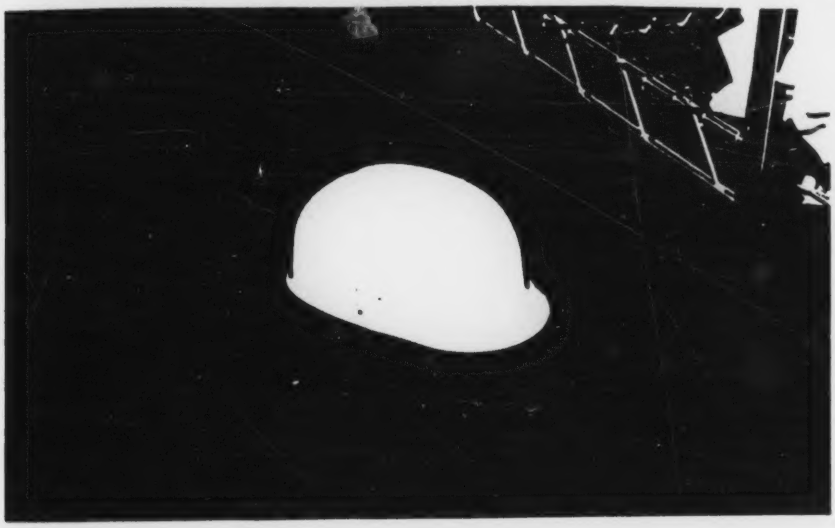
BUMP CAP

A bump cap protects and employee's head. The color of the cap is important.



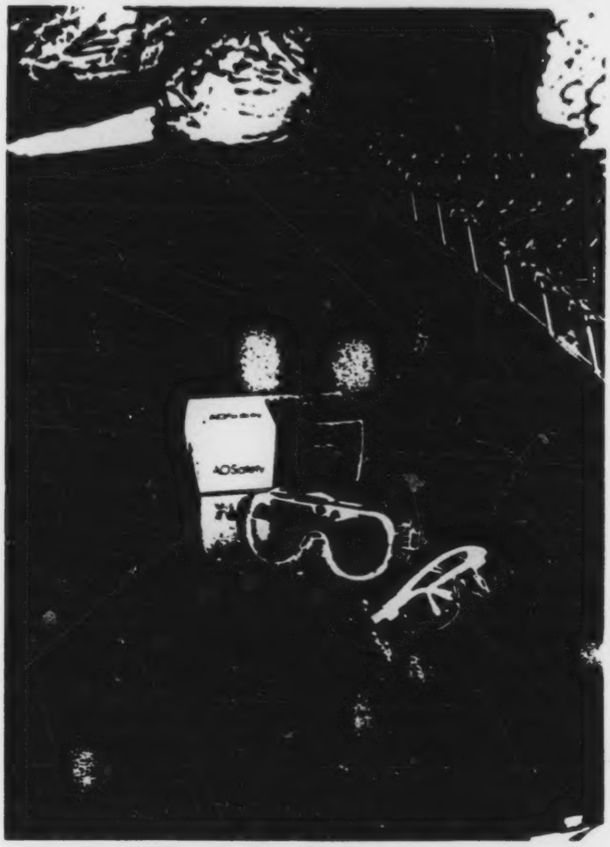
Yellow = Worker
Green = Supervisor
Red = Manager
White = Inspector or VIP

DUST MASK

Live Hangers are the employees who wear the dust mask.

SAFETY GLASSES AND GOGGLES

Safety glasses or goggles are required for jobs with chemicals. Anyone else may also use them. If you want some safety glasses, you should ask your supervisor.



EARPLUGS, EARMUFFS and EARBANDS

Earplugs are handed out in the supply room. They are available in two sizes: small and medium. To exchange your earplugs, you need at least half of them. That means one plug and more than half of the cord. **Earmuffs** are available from your supervisor and **earbands** are available from the first aid office. If you have a problem with your earplugs, talk to your supervisor. If the problem continues, go to the first aid office.

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

HANDS AND ARMS

LINERS

Liners are cloth gloves that can be used under plastic gloves. They make plastic gloves more comfortable.

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GLOVES

Gloves are plastic. They come in different sizes: 7,8,9 and 10. Gloves may **split open** or **tear** if they are **pulled too hard** or if they are **too small.**

RAINBOW GLOVES

Rainbow gloves are darker in color and heavier than liners. People who work in the freezer use them because they keep their hands warm.

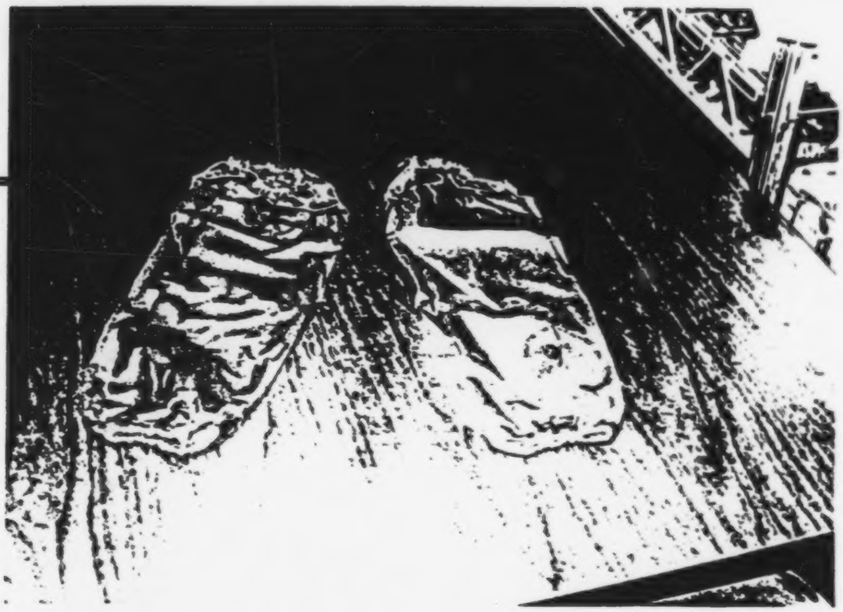
STEEL MESH (SAFETY) GLOVES and ARM GUARDS

Steel mesh gloves and arm guards must be worn for jobs using scissors, knives and air tools (for example, neck guns and tail guns).

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

BODY

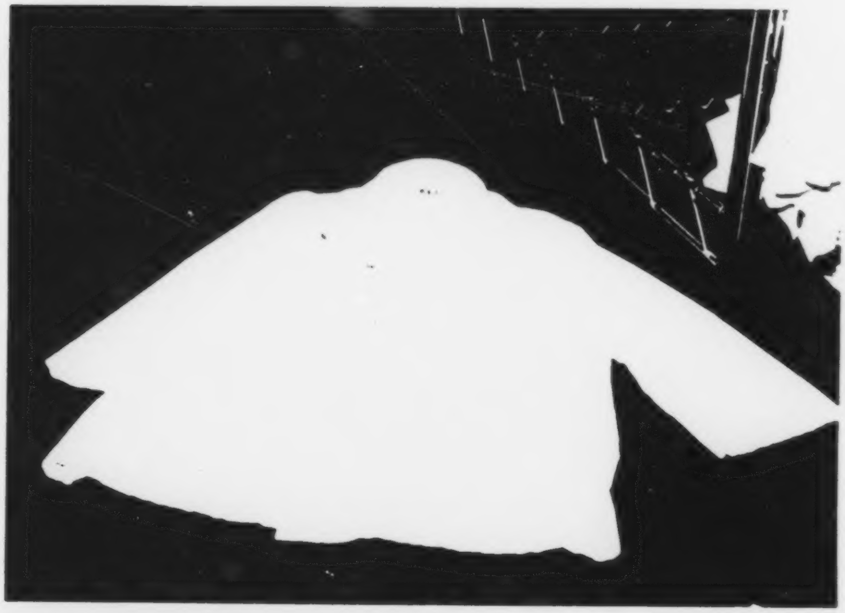
PLASTIC SLEEVES



Plastic sleeves are used for comfort. They help to prevent a **rash** on an employee's arms. You can buy a pair of plastic sleeves for $1.10.

You must take care of your own coat. You can get a clean coat if you turn in your dirty coat. If you don't have a coat to turn in, you cannot get a clean one.

Blue coats are for people who work in maintenance.



JACKET (COAT)

Your apron keeps your clothing dry. If your apron is damaged, you must talk to your supervisor. The supervisor must sign the apron so that you can get another apron without charge. You also need your employee number to get a new apron.

APRON

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

FEET

The company gives special pants only to the employees who work in live hanging.

PANTS

BOOTS

You can buy boots in the supply room. You must know your employee number and your department number to get boots. **Make sure that the boots fit you** well when you buy them because you cannot take boots back to trade them in.

Let's Talk to the Supervisor

Rocco Turkeys, Inc.

(CCP Unit 21331 or 21337)

Competencies

After completing this unit the student should be able to:

- Approach his or her supervisor with a question or problem.
- Ask for clarification when he or she doesn't understand what the supervisor says.

Skills Needed

- approaching someone to open a conversation
- raising a question or problem in a conversation
- expressing lack of understanding
- closing a conversation
- understanding which questions or problems are appropriate to present

Vocabulary Needed

- That which is necessary to explain the problem.
- Phrases to open and close conversations
- Phrases to ask for clarification

Information Needed

- What American supervisors expect their employees to talk to them about
- How, when, and where American supervisors expect employees to approach them.

To the Teacher . . .

Let's Talk...

Ideas for introducing the unit:

* Use the book, English for the Workplace ESL for Action Unit III, Lesson 3 "Talking with the Boss" p. 46 -- *Read the dialogue and discuss the situation. Ask students to share experiences or problems that they have had talking with their supervisor.*

* *Do an LEA story as a class about talking with your supervisor.*

* *Present a sample problem situation on the job and ask students what would be the best thing to do. Ask what problems they have encountered talking with their supervisor.*

* *Give students some complicated directions for doing something. Watch to see what their reaction is when they don't understand, and then talk about what they can do when they don't understand something.*

Ideas for presenting the information, skills and vocabulary needed:

* Give students the **"Conversation Guidelines" sheet** which includes several phrases which may be useful in talking with their supervisor. *Go over the sheet making sure that the students understand each part.. Discuss as a class when it's appropriate to talk to the supervisor and fill in the bottom of the paper.*

Ideas for practicing the information, skills and vocabulary:

* Make **"Conversation Cards"** on 3"x5" cards that contain a problem, an opening phrase, a problem-presenting phrase, vocabulary needed for the problem and a thank you phrase. *Give each student a different card and have them practice approaching you or an aide to present their problem.*

* Have students work in small groups to write a **model dialog** where an employee approaches the supervisor about a specific problem.

* Have a **worksheet** with all the phrases talked about and have students group them into the appropriate uses.

* Write some dialogues where employees use the wrong phrases or don't ask for clarification and as a result the conversation turns out in misunderstanding. *Have students rewrite the dialogue using the phrases they have learned.*

* Make a list of problems which people may encounter in their work and have students identify which ones would be appropriate to go to the supervisor with.

Ideas for helping students apply what they are learning:

* Give each student a question to ask their supervisor and have them discuss the answers they get and their experiences in the next class.

To the Teacher . . . page 2

Let's Talk...

Some Common Situations Where Employees Need to Talk with their Supervisors

* To arrange to leave early from work.
* To go to the nurse's office for aspirin, a band-aid, etc.
* To check on the work schedule, for example, if the employee needs to work on Saturday or Sunday, or to see if there is overtime work available.
* To ask to be switched to a different position within the line because of a physical problem.
* To report an accident on the job.
* To report problems with tools or machinery.

Discuss with students to generate more situations.

Let's Talk to the Supervisor

A Conversation Guide

Where to begin...

Excuse me, I'd like to speak with you a minute.
Good morning, could I ask you a question?
May I talk with you, please?

On to the problem...

I have a problem.
Can you help me, please?
I'm sorry, but I don't understand...

And if you still don't understand...

Would you please repeat that?
What did you say about the...
Could you speak more slowly?

or, repeat the part that you understood... for example, you hear,

"Take τηξτραωινσ to the freezer."

*You say, " Take **what** to the freezer?"*
*or, '"**What** do you want me to take to the freezer?"*
or, " What does τηεξτρωινσ mean?"

And then it's back to work...

Thanks a lot for your help.
Thank you. I appreciate your help.
Thanks a lot!

And Smile!!!

What do you think?

1. When is a good time to talk to your supervisor?
2. When is a bad time to talk to your supervisor?
3. Where is a good place to talk to your supervisor?
4. Where is a bad place to talk to your supervisor?

You Say It

Characters: **Martin**, *an employee whose job is trimming thighs.*
Sandy, *Martin's supervisor.*

Problem: Martin sprained his wrist while he was playing basketball over the weekend. He can't use the scissors very well, and wants to do a different job until his arm feels better.

Your job: Write the conversation between Martin and Sandy.
Use **M** for Martin and **S** for Sandy.

M:

S:

What did you say???

What could you say if you don't understand the underlined word?

1. The people in **eviscerating** are on break right now.

2. The **dispensary** will be closed for half an hour.

3. Tell him that the **chute** is full of meat.

4. You'll need a **bump** cap if you want to work in that area.

5. The customers were complaining because there was too much **gristle** with the meat.

6. We're supposed to cut off all of the **dangling** fat.

When to say it...

I have a problem.
What did you say about the...
Can you help me, please?
Excuse me, I'd like to speak with you a minute.
Thanks a lot for your help.
Good morning, could I ask you a question?
I'm sorry, but I don't understand...

Thanks a lot!
May I talk with you, please?
"What does dangling mean?
Would you please repeat that?
"Take **what** to the freezer?"
Thank you. I appreciate your help.
Could you speak more slowly?

Write each phrase above in the category below where it belongs.

Phrases to open a conversation:

Phrases to present a problem:

Phrases to close a conversation:

Phrases to show that you don't understand :

Getting Dressed for Work

Wampler - Longacare Chickens
(CCP Unit 21336)

Competencies

After completing this unit, the student should be able to:
- Ask for clothing supplies needed for work.
- Explain problems related to the clothing items used at work.

Skills Needed

- Requesting something politely
- Bringing up a problem

Vocabulary Needed

- Articles of clothing required for the job
- Requesting phrases
- Phrases to present a problem

Information Needed

- What kind of care is expected from employees
- What can be exchanged.
- What is necessary in order to exchange something.

To the Teacher . . .

Getting Dressed for Work (WLC)

Ideas for introducing the unit:

- *After students have finished the CCP Lesson 213361, review with them the articles of clothing presented. Then ask them what they need to wear to work.*

- Show a **picture of employees dressed for work.** *See how many articles of clothing students can identify. Ask if they ever have problems with any of the items of clothing they use at work.*

Ideas for presenting the information, skills and vocabulary needed:

- Give students the **"Clothing Encyclopedia"** which has a page for each item of clothing used by employees.
  a. *Read and discuss several pages a day until all items have been covered. As you go through each page make a list on the board of the names of the items and vocabulary to talk about problems with each one.*
  b. *Have students look through the book and choose the items that they use. Then as a class, read and discuss the captions for each item. If there are some items that no one in the class uses, mention them at the end and discuss who would use them.*

- Give students the **"At the Supply Room"** Dialogues. *Read them as a class or individually, then go back and make a list of the items mentioned and the problems that were experienced with each one.*

Ideas for practicing the information, skills and vocabulary.

- Supply Room Role play -- *Students play the parts of the supply room aid, and employees who need different supplies. You can use the mounted pictures to represent the items that the supply room attendant gives the employees.*

- Make **"Situation Cards"** presenting different problems with clothing items. *Students decide whose fault the problem is and how it should be presented to the supply room attendent.*

- **Matching Worksheets** -- Matching objects and names or drawing of a certain problem with a phrase describing that problem.

- **Comprehension Questions** on the encylopedia or dialogues.

To the Teacher . . . page 2

Geting Dressed for Work

Ideas for practice (cont.)

- Play a game as a class using the **5"x7" pictures** of items.
    a. *Hold up one picture at a time. The first student to identify it correctly gets to hold that picture.*
    b. *Divide the class into two groups. Appoint a secretary for each groups. Line up the pictures where everyone can see them. Give a time limit and see which group can identify the most pictures within that time.*
    c. *Display the pictures where they can be seen. One student describes a problem with one of the items, but without using the name of that item. The rest of the students identify which item he or she is referring to. (Instead of a problem, students may simply describe the item.)*

What did that say?

Use the **Encyclopedia of Company Clothing** to answer the following questions.

1. When do you have to pay for items of clothing that you get in the supply room?

2. Your supervisor or line leader will give you three pairs of disposable gloves every day. What should you do if you want more than three pairs?

3. What do you wear under the plastic or disposable gloves to help keep your hands warm?

4. When can you get a new pair of boots?

5. Who wears a red bump cap?

6. If you don't like your earplugs, who should you talk to?

7. What kind of jobs require safety glasses?

8. What should you do if your smock gets dirty or wet while you are working?

9. When can you get a new hairnet?

10. What special kind of gloves are required for people who work with knives?

11. Which employees wear a blue apron?

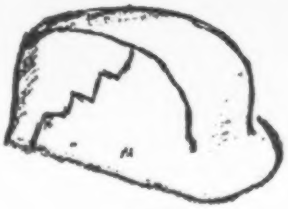
12. How can an employee get a wrist band?

What's Wrong?

Match the phrase with the picture.

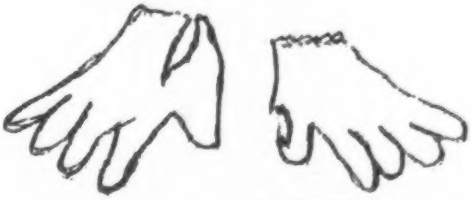
1. ____ It has a hole in it.

a.



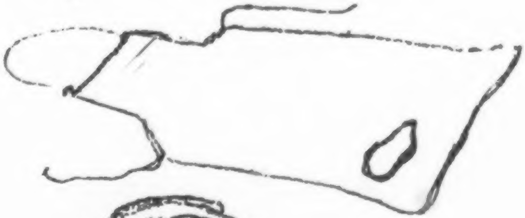
2. ____ They are torn.

b.



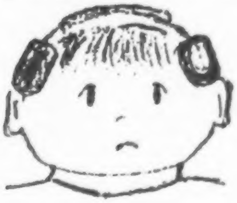
3. ____ It's cracked.

c.



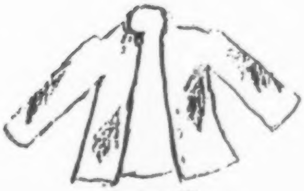
4. ____ It's dirty.

d.



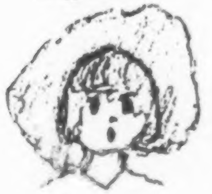
5. ____ It's too big.

e.



6. ____ They're too small.

f.

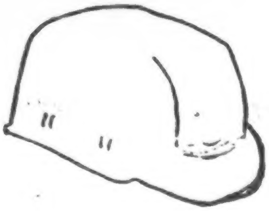


What is this?

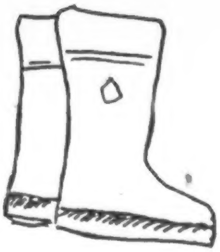
Match the items of clothing with the names on the left.

1. ___ boots
2. ___ earplugs
3. ___ wrist band
4. ___ earmuff
5. ___ safety glasses
6. ___. gloves
7. ___ hairnet
8. ___ apron
9. ___ hard hat
10. ___ plastic sleeve

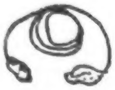
a.



b.



c.



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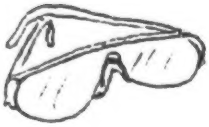

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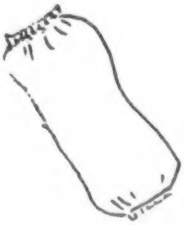

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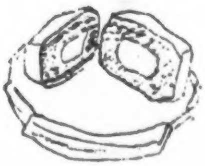
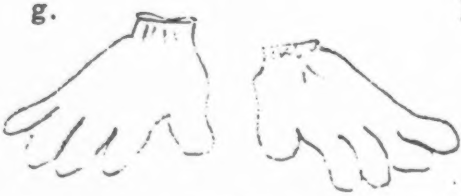
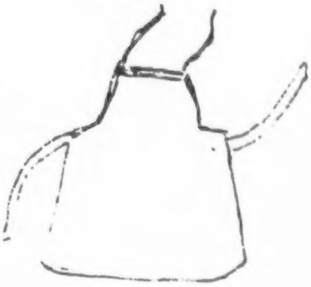


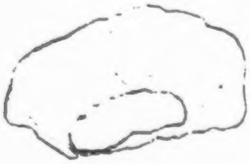
g.



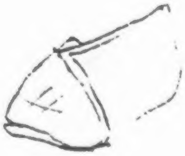
h.



i.



j.



Dialogue I.

Scene I.

David is a new worker at WLC, Timberville, Virginia. He works "on the line" using scissors to cut chickens. David wears earplugs on the job. He's had a problem with the earplugs since he started his new job. When it's his turn for a break, he finds his supervisor, Bob, and talks with him.

DAVID:
Hey, Bob, may I talk with you a minute?

BOB:
Sure thing. I'm just on my way to get a cup of coffee. What can I help you with?

DAVID:
I have a problem with my earplugs, Bob. They've been making my ears hurt.

BOB:
Once in awhile someone has that problem. The supply room has four kinds of earplugs. Why don't you go there and check them out. If you turn in the pair you have, you may get a different kind free.

DAVID:
I'm willing to try anything! I'm tired of my ears ringing all the way home from work.

BOB:
Let me write a note to the supply room attendant. She'll be sure to let you try another pair.

DAVID:
Thanks, Bob. Sorry I took time away from your break.

BOB:
No problem. See you later! And let me know how another kind works.

Dialogue I.

Scene II.

David is continuing to have problems with whatever he puts on his ears for work. He's tried all four different kinds of earplugs. They all cause his ears to hurt when he wears them and his ears ring after wearing them. His supervisor, Bob, suggests that he go to WLC's nurse, Sheila, to see what can be done.

DAVID:
Sheila, my supervisor Bob said I should talk to you about the problem I'm having with my earplugs. Do you have a minute?

SHEILA:
Just a sec. Let me finish with this form.

Now, what can I help you with?

DAVID:
I feel silly coming in here, but my ears have been irritated constantly since I began working here at WLC. I've tried all the different kinds of earplugs that are in the supply room. I can't get used to any of them. Do you have any ideas of what I can do?

SHEILA:
Well, David, I can issue you an earmuff to try. That's about the last resort. If you continue to have problems, you may need to check with a doctor.

Take this form to the supply room and you'll get an earmuff to wear. Try it for the rest of the week and come in on Friday to tell me how it worked. I think this may be your answer.

DAVID:
Thanks! I like my job here. I don't want to have to quit just because of a problem with my ears!

POULTRY PLANT (WLC) ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue I.

Questions to Answer

1. Where does David work? (What company?)

____

2. What job does he do?

____

3. When David found Bob and talked to him, what was Bob on his way to do?

____

4. What was David's problem (in Scene I.)?

____

5. Was David's problem solved before Scene II.?

____

****

Words to Know

IRRITATED RINGING HURT

1. Fill in the sentences with the 3 words above.

David's ears ____________________ when he wears his earplugs. They become ____________________. Even when he stops wearing the plugs, his ears keep ____________________ all the way home.

****

SUPERVISOR ATTENDANT NURSE

2. Who is your supervisor? ____________________

Who is the supply room attendant? ____________________

Who is WLC's nurse? ____________________

* * *

Phrases to Know

"do you have a minute?"

"just a sec"

"see you later"

"no problem"

"sure thing"

"this may be your answer"

"the last resort"

1. When you are going home from work, you may say,
____

2. When you want to talk to someone, you may say,
____

3. When you think you can solve a problem, you may say,
____

4. When you're glad to help someone, you may say,
______________ or ______________

5. When you have one final idea, you may call it,
____

6. When you have to wait to help someone, you may say,
____

* * *

What do you think?

1. On my break I like to ______________.

2. I sometimes have a problem with ______________
______________.

3. When I get tired I ______________.

POULTRY PLANT ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue II.

Scene I.

Sharon has worked at Wampler-Longacre Chickens, Timberville, Virginia, for six years. She has always taken good care of the smock she wears at work and has never had a problem with a dirty or damaged one. But, she has a problem today!

PAM (Sharon's friend):
Sharon, did you know you have a huge rip in your smock - in the back?

SHARON:
Oh no! How did that happen? It looks like it's ready to be cut in two. Do you think I should go get another one now or can I wait until lunch break?

PAM:
Why don't you ask Bob, the supervisor, if you can go now?

SHARON:
There's Bob, coming this way. I'll ask his advice. This has never happened to me before. But, this apron does look like it's the oldest one around.

BOB:
Hi, Sharon. You look like you have a problem.

SHARON:
Just look at the back of my smock and you'll see my problem. Somehow I got a huge rip in the back. Do you need to sign something for me to get a new one?

BOB:
Yes. I'll give you a note to take to the supply room. When you take a lunch break, you can go to get a new one. I think this smock will stay together until lunch.

SHARON:
Thanks, Bob. I've worked here at WLC for six years and this is the first time I've had this problem.

Dialogue II.

Scene II.

It's lunch break and Sharon goes to the supply room for a new smock.

SHARON:
Hi, Barbara! I have a damaged smock so Bob, my supervisor, gave me this note to get a new one. Can I get a new one before this one splits in two?

BARBARA:
Sure, I'll get you another one. This is something new to have happen to you. I've never had to replace a dirty or torn smock for you before.

SHARON:
You're right. But, there's a first time for everything. Thanks! I'm on my way to lunch.

BARBARA:
Now, don't forget to pick up your button when you turn in that smock tonight. Maybe today will be your first day to be forgetful too!

Dialogue II.

Questions to Answer

1. Sharon talked to 3 people about her problem. Who?

First, ______________________________

Then, ______________________________

Lastly, ______________________________

2. What was Sharon's problem?

____

3. In Scene I., what did Bob give Sharon?

____

4. In Scene II., what did Barbara give Sharon?

____

5. In Scene II., what did Barbara remind Sharon to do?

____

****

Words to Know

DAMAGED HUGE NEW OLDEST

1. Use the 4 words above in the blanks.

Sharon's smock was _________________________ so she wanted a _________________________ one. She had a _________________________ rip in the back of the smock. She said her smock was the _________________________ one around.

****

2. Use the same 4 words in the blanks.

When you buy something at the mall, it is usually

__________________________.

When something rips in two, it is ____________________.

A grandparent may be the __________________________ in the family.

If you have a ____________________ lunch, you may not want a big supper.

****

What do you think?

1. What is your job at WLC?

____

2. How long have you worked at WLC?

____

3. What is one problem you have had with the clothing you wear for work?

____

4. Can you think of a funny thing that happened at work with the special clothing all employees wear?

____

5. If you could change the clothing employees have to wear, what would you change?

____

POULTRY PLANT (WLC) ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Answer Key:
Dialogue I. Questions

Questions to Answer

1. WLC, Timberville, Virginia
2. He works "on the line" using scissors to cut chickens.
3. get a cup of coffee
4. His earplugs are making his ears hurt.
5. no

Words to Know

1. hurt, irritated, ringing
2. answers will vary
   (Ths supply room attendants are Shriley Long and Roberta Whetzel. The nurse is Sheila Higdon.)

Phrases to Know

1. see you later
2. do you have a minute?
3. this may be your answer
4. no problem, sure thing
5. the last resort
6. just a sec

What do you think?: answers will vary

Total: 20 questions and answers

Dialogue II. Questions

Questions to Answer

1. Pam, Bob, Barbara
2. She had a huge rip in her smock.
3. a note to take to the supply room
4. a new smock
5. to pick up a button when she turns in her smock tonight

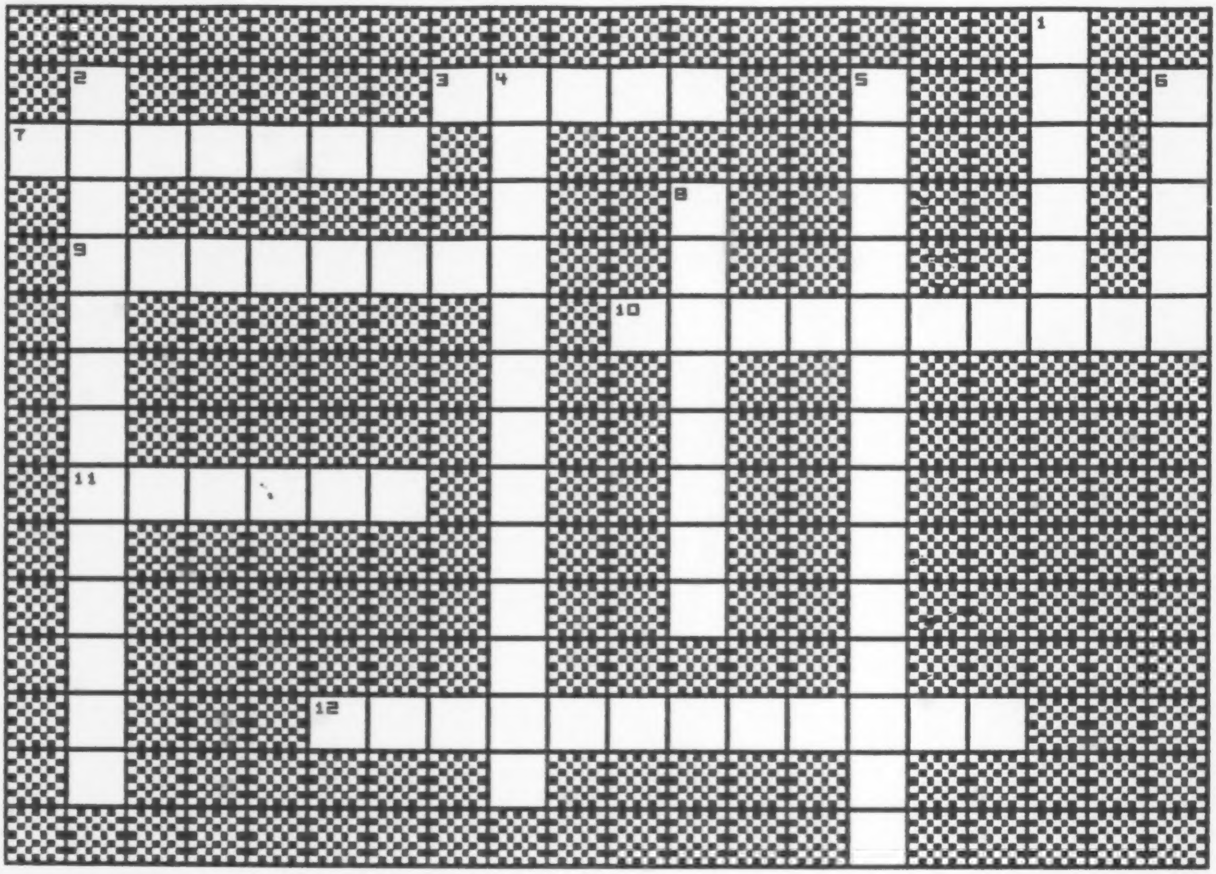
Words to Know

1. damaged, new, huge, oldest
2. new, damaged, oldest, huge

What do you think?: answers will vary

Total: 20 questions and answers

WLC CLOTHING



ACROSS CLUES

3. worn to keep smock dry; 3 used each day
7. worn on an employee's hair; there are 2 kinds
9. used to protect an employee's ears; there are 4 different kinds
10. protect an employee's wrist against injury
11. worn under disposable gloves to keep hands warm
12. required on jobs that use scissors, knives or other equipment

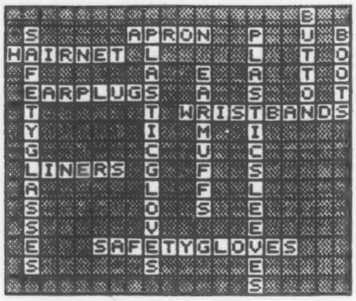
DOWN CLUES

1. turned in each day for a clean smock
2. worn by hangers and others to protect eyes
4. worn to keep hands dry; 3 used each day
5. may be asked for to protect an employee's arms from a rash
6. worn on an employee's feet
8. may be used if earplugs don't work

WORD LIST: WLC CLOTHING

APRON
BOOTS
BUTTON
EARPLUGS
EARMUFFS
HAIRNET
LINERS
PLASTICGLOVES
PLASTICSLEEVES
SAFETYGLOVES
SAFETYGLASSES
WRISTBANDS

ANSWERS: WLC CLOTHING



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Encyclopedia of

Company Clothing

Wampler - Longacre Chickens

Helpful Phrases

I'd like to exchange these ...
I'd like to exchange this ...

May I have some ...
May I have a ...

I need some ...
I need a ...

Excuse me, this ...... is damaged.
Excuse me, these .... are damaged.

I have a problem with these...
I have a problem with this ...

I'd like to buy a...
I'd like to buy some ...

Welcome to the Supply Room!

Shirley Long and Roberta Whetzel are the Supply Room Attendants.

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

HEAD AND FACE

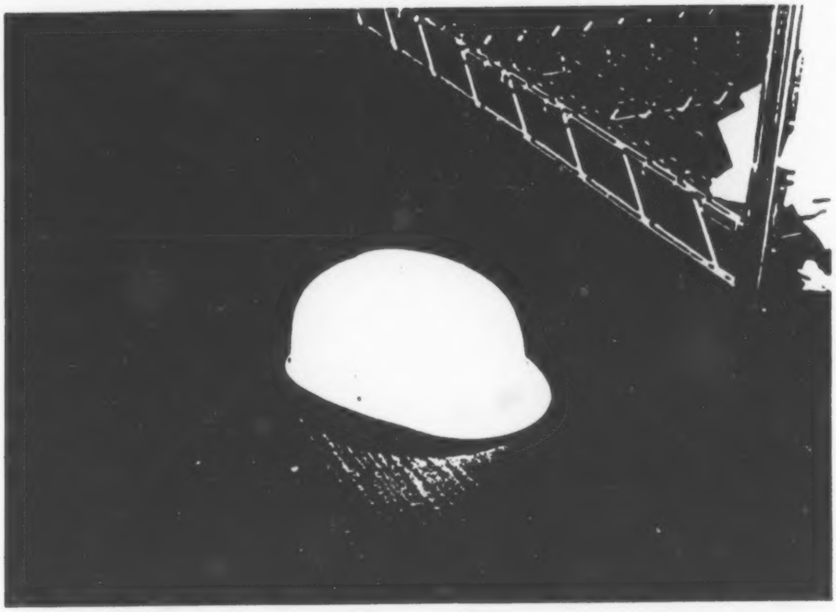
Supply Room Regulations

1. The supplies that you received free will be replaced at no cost if you trade in the old item. If you leave something at home or lose it, you will have to pay for it. You may pay cash or use your social security number to charge it.

2. If your clothing or equipment is damaged or dirty, it will be replaced free if you turn in the old damaged or dirty item.

Hairnets come in three different sizes: small, medium and large. There are two kinds of hairnets, one is called a bonnet and the other is called a mesh hairnet. You may get a new hairnet when the elastic wears out on the old one. You must turn in the old hairnet to get a new one.

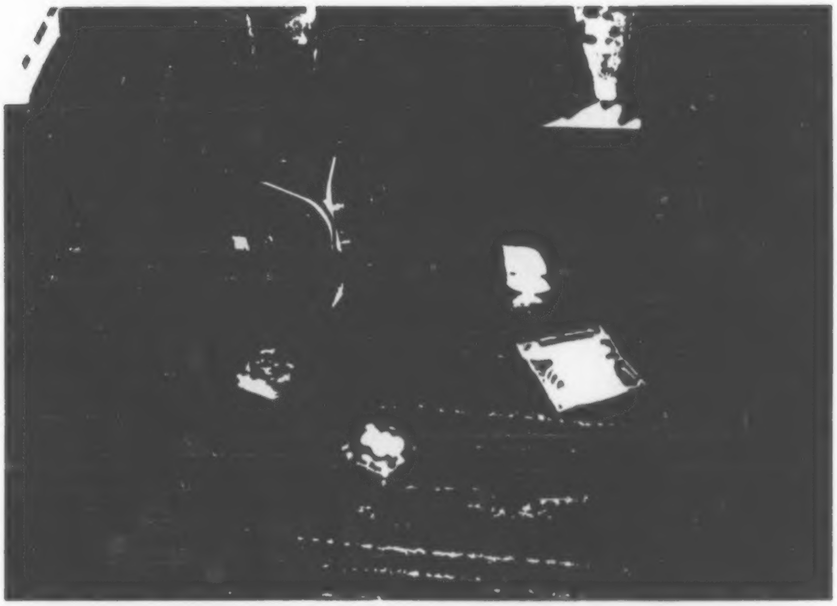
HAIRNET and BEARDNET



A hard hat protects an employee's head. The color of the hat is important.

White = Worker
Blue = Line Leader
Red = Supervisor
Yellow = Sanitation

Hard Hat (Bump Cap)



There are 4 kinds of earplugs. You may want to try different kinds to see which kind fits best. Please keep track of your earplugs. If you lose them, you must pay for them. If you return a pair, you can get a pair free. Earmuffs are available if the nurse recommends them.

Red & Blue...	$.80
All others....	$.60

Earplugs and Earmuffs

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There are two kinds of safety glasses. Employees on certain jobs must wear them, for example, hangers and people who work in the eviscerating room.

Safety Glasses

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

HANDS AND ARMS

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DISPOSABLE GLOVES

Each day you receive 3 pairs of disposable gloves. (top) If you want more of these disposable gloves you can buy them in the supply room for 10 ¢.

Cotton GLOVES

Cotton gloves (bottom right) help to keep your hands warm.

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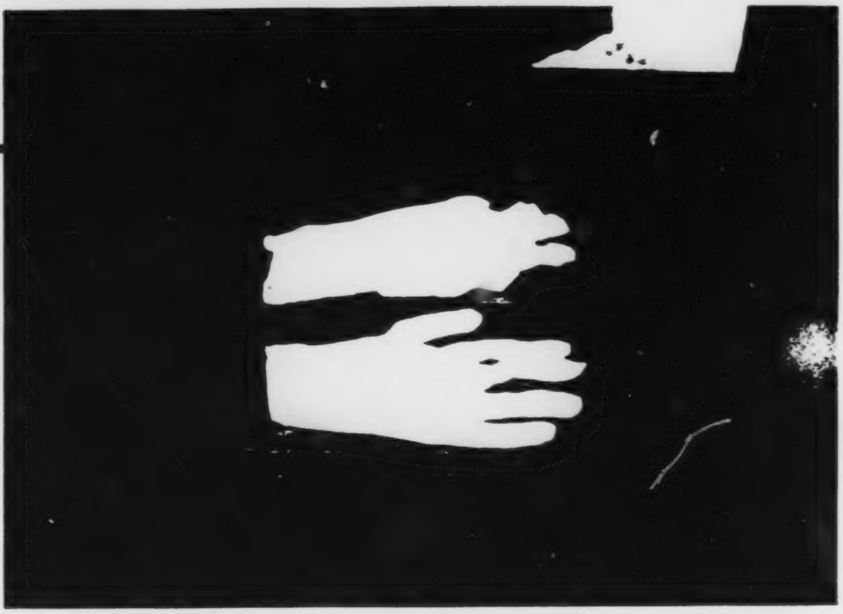
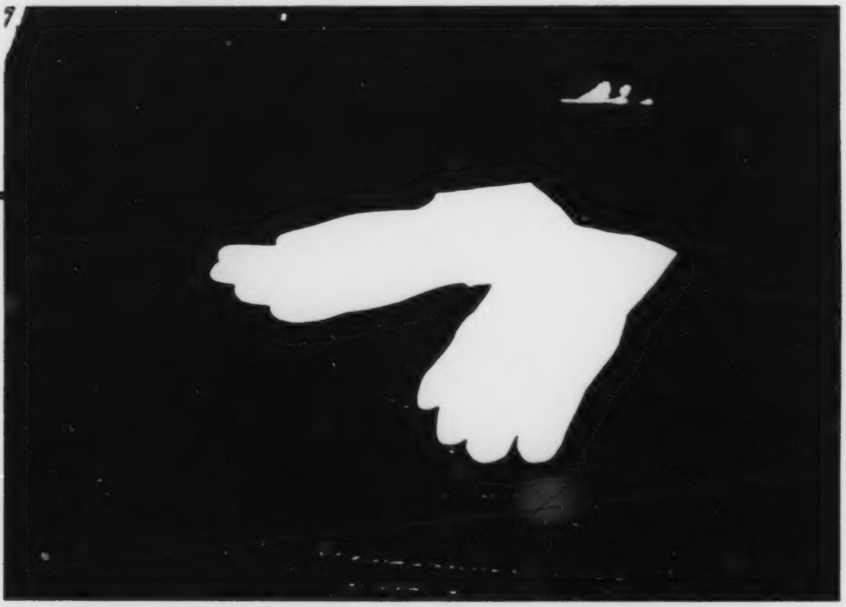
LINERS



Liners (bottom) are thin cloth gloves that can be used under plastic gloves. They make plastic gloves more comfortable and help keep your hands warm.

Plastic GLOVES



The green plastic gloves are heavier than the disposable gloves. They also help to keep your hands dry.

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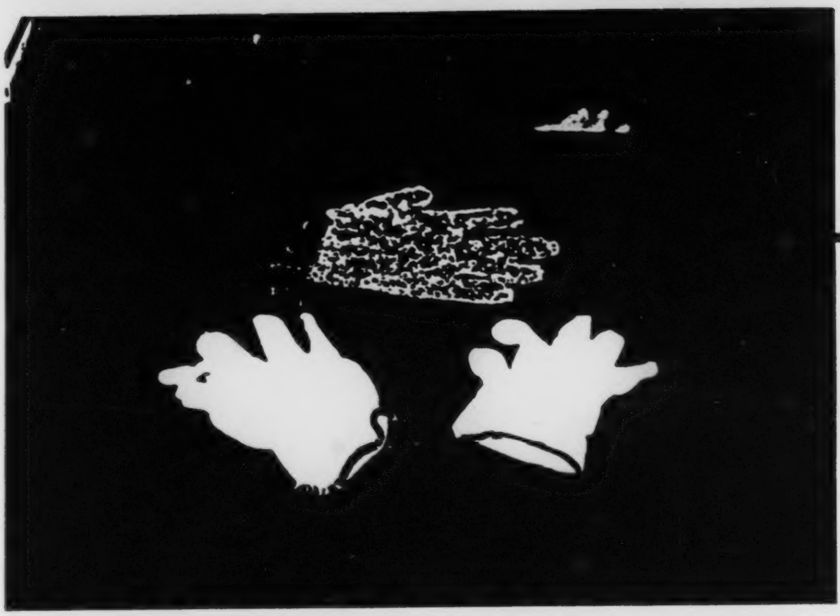
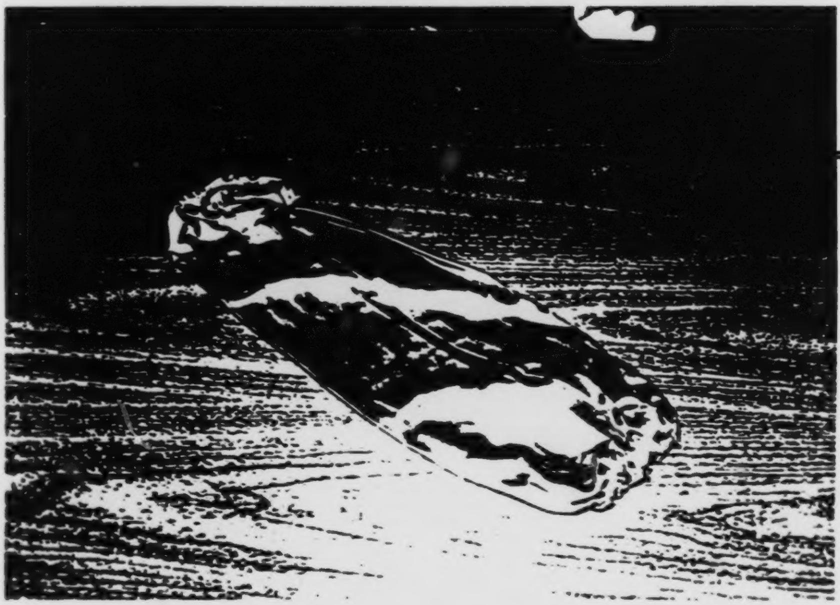
STEEL MESH and SAFETY GLOVES



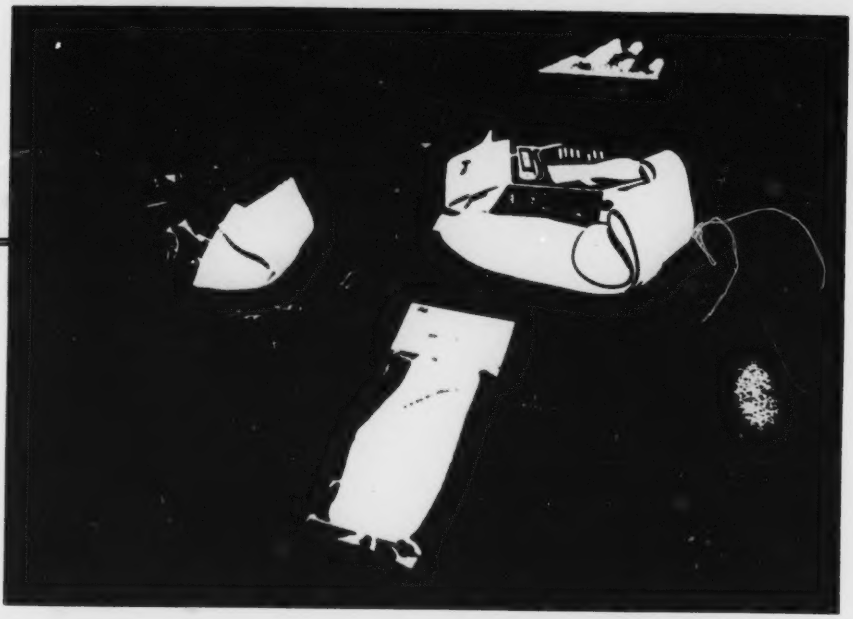
Steel mesh gloves (top) or safety gloves (bottom left) are worn for jobs using knives.

PLASTIC SLEEVES



Plastic sleeves are used for comfort. They help to prevent a rash on an employee's arms. If you would like some plastic sleeves, you should talk to the nurse.

WRIST BANDS

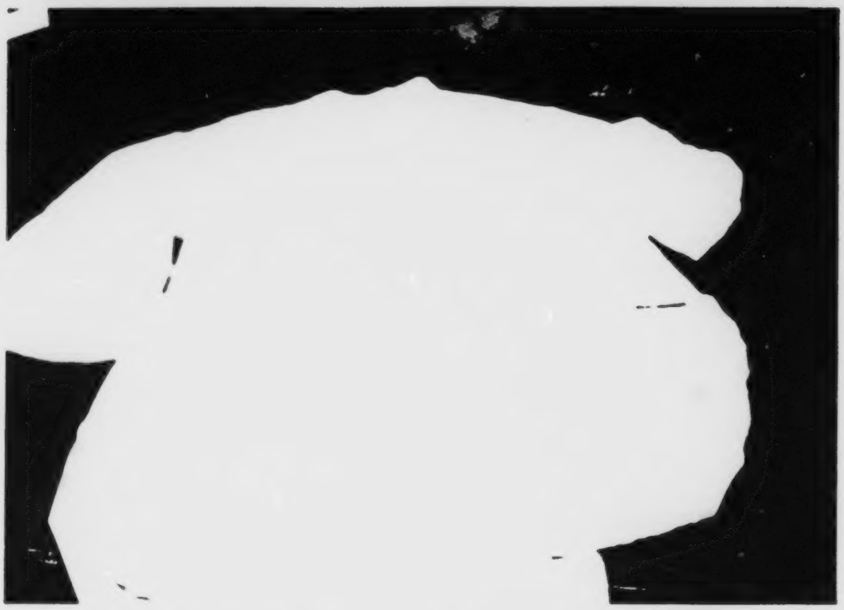


Wrist bands can help support your wrist. If you think that you you need a wrist band, you should go and talk to the nurse. She can help you get one. There are three different kinds of wristbands. The nurse will decide what kind is the best for you.

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

BODY

SMOCK



There are many different sizes of smocks. You must take care of your own smock. If your smock gets dirty while you are working, you may turn it in for a clean one. At the end of the day, when you turn in your smock, you will get a pink button. You can use the button to get a smock the next day.

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

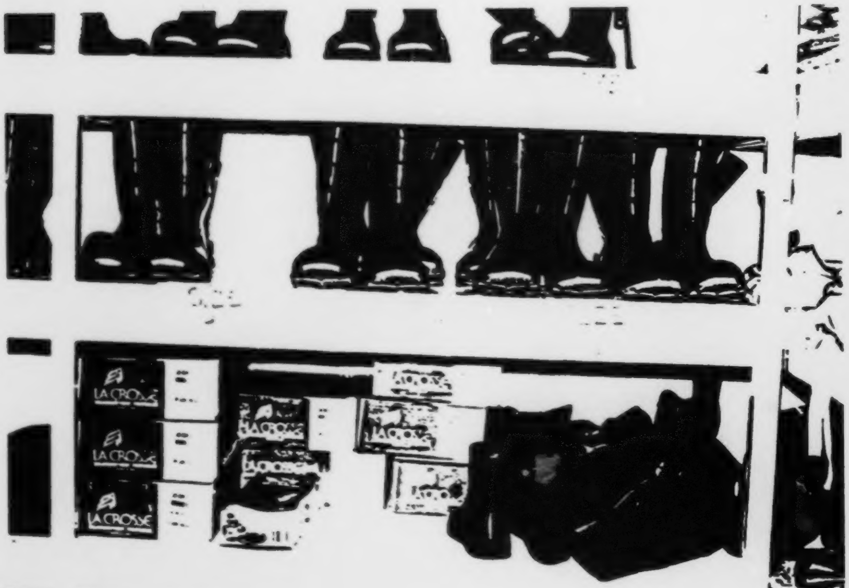
FEET

APRON

Each day you will recieve 3 disposable white aprons. There are also blue aprons. The blue aprons are heavier than the white aprons. They are not disposable. Only certain employees wear blue aprons, for example, some of the people in eviscerating.

BOOTS

You can get boots in the supply room. When your boots are worn out or have lost their tread (that means the bottom is very slippery), you can get another pair if you take the old pair back to the supply room and show the damage.



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Let's Talk to the Line Leader

Wampler-Longacre Chickens
(CCP Unit 21331 or 21337)

Competencies

After completing this unit the student should be able to:
- Approach his or her line leader with a question or problem.
- Ask for clarification when he or she doesn't understand what the line leader says.

Skills Needed

- approaching someone to open a conversation
- raising a question or problem in a conversation
- expressing lack of understanding
- closing a conversation
- understanding which questions or problems are appropriate to present

Vocabulary Needed

- That which is necessary to explain the problem.
- Phrases to open and close conversations
- Phrases to ask for clarification

Information Needed

- What American supervisors expect their employees to talk to them about
- How, when, and where American supervisors expect employees to approach them.

To the Teacher . . .

Let's Talk...(WLC)

Ideas for introducing the unit:

* Use the book, English for the Workplace ESL for Action Unit III, Lesson 3 "Talking with the Boss" p. 46 -- *Read the dialogue and discuss the situation. Ask students to share experiences or problems that they have had talking with their line leader.*

* *Do an LEA story as a class about talking with your line leader.*

* *Present a sample problem situation on the job and ask students what would be the best thing to do. Ask what problems they have encountered talking with their line leader.*

* *Give students some complicated directions for doing something. Watch to see what their reaction is when they don't understand, and then talk about what they can do when they don't understand something. Ask if they ever have trouble understanding their line leader.*

Ideas for presenting the information, skills and vocabulary needed:

* Give students the **"Conversation Guidelines" sheet** which includes several phrases which may be useful in talking with their line leader. *Go over the sheet making sure that rhe students understand each part.. Discuss as a class when it's appropriate to talk to the line leader and fill in the bottom of the paper.*

Ideas for practicing the information, skills and vocabulary:

* Make **"Conversation Cards"** on 3"x5" cards that contain a problem, an opening phrase, a problem-presenting phrase, vocabulary needed for the problem and a thank you phrase. *Give each student a different card and have them practice approaching you or an aide to present their problem.*

* Have students work in small groups to write a **model dialog** where an employee approaches the line leader about a specific problem.

* Have a **worksheet** with all the phrases talked about and have students group them into the appropriate uses.

* Write some dialogues where employees use the wrong phrases or don't ask for clarification and as a result the conversation turns out in misunderstanding. *Have students rewrite the dialogue using the phrases they have learned.*

* Make a list of problems which people may encounter in their work and have students identify which ones would be appropriate to go to the line leader with.

Ideas for helping students apply what they are learning:

* Give each student a question to ask their line leader and have them discuss the answers they get and their experiences in the next class.

Some Common Situations Where Employees Need to Talk with their Line Leaders

- To arrange to leave early from work.
- To go to the nurse's office for aspirin, a band-aid, etc.
- To check on the work schedule, for example, if the employee needs to work on Saturday or Sunday, or to see if there is overtime work available.
- To ask to be switched to a different position within the line because of a physical problem.
- To report an accident on the job.
- To report problems with tools or machinery.

Discuss with students to generate more situations.

Let's Talk to the Line Leader

A Conversation Guide

Where to begin...

Excuse me, I'd like to speak with you a minute.
Good morning, could I ask you a question?
May I talk with you, please?

On to the problem...

I have a problem.
Can you help me, please?
I'm sorry, but I don't understand...

And if you still don't understand...

Would you please repeat that?
What did you say about the...
Could you speak more slowly?

or, repeat the part that you understood... for example, you hear,

"Take τηξτραωινσ to the freezer."

You say, " Take ***what*** *to the freezer?"*

or, ""**What*** *do you want me to take to the freezer?"*

or, " What does τηεξτρωινσ mean?"

And then it's back to work...

Thanks a lot for your help.
Thank you. I appreciate your help.
Thanks a lot!

And Smile!!!

What do you think?

1. When is a good time to talk to your line leader?
2. When is a bad time to talk to your line leader?
3. Where is a good place to talk to your line leader?
4. Where is a bad place to talk to your line leader?

You Say It

Characters: **Mahn**, *an employee whose job is trimming thighs.*
Sandy, *Mahn's line leader.*

Problem: Mahn sprained his wrist while he was playing basketball over the weekend. He can't use the scissors very well, and wants to do a different job until his arm feels better.

Your job: Write the conversation between Mahn and Sandy.
Use **M** for Mahn and **S** for Sandy.

****
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* M:
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* S:
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What did you say???

What could you say if you don't understand the underlined word?

1. The people in **eviscerating** are on break right now.

2. The **dispensary** will be closed for half an hour.

3. Tell him that the **chute** is full of meat.

4. You'll need a **bump** cap if you want to work in that area.

5. The customers were complaining because there was too much **gristle** with the meat.

6. We're supposed to cut off all of the **dangling** fat.

When to say it...

I have a problem.
What did you say about the...
Can you help me, please?
Excuse me, I'd like to speak with you a minute.
Thanks a lot for your help.
Good morning, could I ask you a question?
I'm sorry, but I don't understand...

Thanks a lot!
May I talk with you, please?
" What does dangling mean?
Would you please repeat that?
"Take **what** to the freezer?"
Thank you. I appreciate your help.
Could you speak more slowly?

Write each phrase above in the category below where it belongs.

Phrases to open a conversation:

Phrases to present a problem:

Phrases to close a conversation:

Phrases to show that you don't understand :

WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

SECTION V
MERCK AND CO., INC.

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WORKPLACE LITERACY CURRICULUM
CAREER ENHANCEMENT PROGRAM

SECTION V
MERCK AND CO., INC.

Module 1..............................Equipment Operation
    Outline of Competencies
    Post-test

Module 2..............................Isolation Processes
    Outline of Competencies
    Post-test

Module 3..................................Chemical Safety
    Outline of Competencies
    Post-test

Module 4..................................Unit Operations
    Outline of Competencies
    Post-test

Module 5..................................Instrumentation
    Outline of Competencies
    Post-test

MODULE I: EQUIPMENT OPERATION

Materials: Merck Manual - Equipment Operation - revised edition

Evaluation: - pretest (written)
- post test (oral or written)
- supervisory

Topic	Competencies
I. VESSELS AND REACTORS	a. know the differences between reactors and vessels
	b. understand the operation of reactors and vessels
	c. identify materials and services of vessels and reactors
	d. know construction advantages of vessels and reactors
	e. understand safety precautions in the operation of vessels and reactors
II. VALVES	f. identify the parts of a valve
	g. know the purposes and proper uses of valves
	h. recognize malfunctioning valves
	i. understand advantages and disadvantages of particular valves
	j. know how a safety relief valve works

III. PUMPS	k. know the uses of a pump
	l. recognize types of pumps
	m. understand advantages and disadvantages of kinds of pumps
	n. recognize problems that develop with pumps
	o. identify the parts of a pump
	p. be able to operate a pump properly
IV. HEAT EXCHANGERS	q. know the uses of heat exchangers
	r. understand the factors that can affect heat exchangers
	s. know where heat exchangers are used on the job

MODULE II: ISOLATION PROCESSES

Materials: Merck Manual - Isolation Processes - revised edition

Evaluation:
- pretest (written)
- post test (oral or written)
- supervisory

I. Solubility and Crystallization

a. understand the various types of solutions

b. know the effect of temperature and pressure on solutions

c. grasp the reasons which affect crystal size

d. know the factors that affect solubility

II. Distillation

e. know the states of matter

f. understand distillation and its physical changes

g. know reasons for improving the efficiency of distillation

h. recognize the problems of distillation and how to solve them

III. Liquid-Liquid Extraction

i. know the complexities involved with liquid-liquid extraction

j. know the properties of an extracting solvent

k. grasp the reasons for improving the efficiency of the liquid-liquid extraction process

MODULE III: CHEMICAL SAFETY

Materials: Merck Manual - Chemical Safety

Evaluation: - pretest (written)
- post test (oral or written)
- supervisory

I. INTRODUCTION TO CHEMICAL SAFETY

a. know the forms or chemical states of chemicals

b. understand how chemicals enter the body

c. know the health hazards that chemicals can cause

II. MSDS

d. grasp the uses of the MSDS

e. know the purposes of the MSDS

II. TOXICOLOGY

f. know symptoms of ingesting poison

g. understand safe methods of handling carcinogens

h. know what precautions are needed in handling poisons

IV. REACTIVES

i. understand the proper precautions needed in handling reactives

j. know what conditions excite reactives

k. understand the conditions that excite oxidizers

V. CORROSIVES

l. know the physical signs of exposure to corrosives

m. understand how to store corrosives properly

n. understand HAZMAT sign

VI. SOLVENTS

o. define a solvent

p. understand the potential health hazards involved with mishandling solvents

VII. GASES

q. know the health problems gases can cause

r. understand the proper way to handle a gas cylinder

MODULE IV: UNIT OPERATIONS

Materials: Merck Manual - Unit Operations - revised edition

Evaluation: - pretest (written)
- post test (oral or written)
- supervisory

Topic	Competencies
I. FILTRATION	a. understand filtration principles
	b. know filtration terms
	c. understand principles of centrifugal force
	d. know method of changing a filter
II. DRYING	e. understand method of batch drying
	f. understand what affects efficiency of drying
	g. recognize problems that might occur with the vacuum jet
III. MILLING	h. know what variables are involved with efficient milling
	i. understand how to control dust in milling operation
	j. identify various mills

MODULE V: INSTRUMENTATION

Materials: Merck Manual - Instrumentation - revised edition

Evaluation:
- pretest (written)
- post test (oral or written)

Topic	Competencies
I. PROCESSING	a. understand the concept of continuous processing
	b. know variables involved in processing
	c. recognize process upsets
II. CONTROLLERS	d. know the function of primary elements or sensors
	e. understand how the control functions
	f. identify instrumentation
	g. identify parts of a valve
	h. understand pneumatic signals going to a valve
	i. identify the parts of a control loop

Getting Dressed for Work

Rocco Turkeys, Inc.

(CCP Unit 21336)

Competencies

After completing this unit, the student should be able to:

- Ask for clothing supplies needed for work.
- Explain problems related to the clothing items used at work.

Skills Needed

- Requesting something politely
- Bringing up a problem

Vocabulary Needed

- Articles of clothing required for the job
- Requesting phrases
- Phrases to present a problem

Information Needed

- What kind of care is expected from employees
- What can be exchanged.

To the Teacher . . .

Getting Dressed for Work

Ideas for introducing the unit:

- *After students have finished the CCP Lesson 213361, review with them the articles of clothing presented. Then ask them what they need to wear to work.*

- Show a **picture of an employee dressed for work.** *See how many articles of clothing students can identify. Ask if they ever have problems with any of the items of clothing they use at work.*

Ideas for presenting the information, skills and vocabulary needed:

- Give students the **"Clothing Encyclopedia"** which has a page for each item of clothing used by employees.
  a. *Read and discuss several pages a day until all items have been covered. As you go through each page make a list on the board of the names of the items and vocabulary to talk about problems with each one.*
  b. *Have students look through the book and choose the items that they use. Then as a class, read and discuss the captions for each item. If there are some items that no one in the class uses, mention them at the end and discuss who would use them.*

- Give students the **"At the Supply Room"** Dialogues. *Read them as a class or individually, then go back and make a list of the items mentioned and the problems that were experienced with each one.*

Ideas for practicing the information, skills and vocabulary.

- Supply Room Role play -- *Students play the parts of the supply room aid, and employees who need different supplies.*

- Make **"Situation Cards"** presenting different problems with clothing items. *Students decide whose fault the problem is and how it should be presented to the supply room attendent.*

- **Matching Worksheets** -- Matching objects and names or drawing of a certain problem with a phrase describing that problem.

- **Comprehension Questions** on the encyclopedia or dialogues.

To the Teacher . . . page 2

Geting Dressed for Work

Ideas for practice (cont.)

- Play a game as a class using the **5"x7" pictures** of items.
  a. *Hold up one picture at a time. The first student to identify it correctly gets to hold that picture.*
  b. *Divide the class into two groups. Appoint a secretary for each groups. Line up the pictures where everyone can see them. Give a time limit and see which group can identify the most pictures within that time.*
  c. *Display the pictures where they can be seen. One student describes a problem with one of the items, but without using the name of that item. The rest of the students identify which item he or she is referring to. (Instead of a problem, students may simply describe the item.)*

What did that say?

Use the **Encylopedia of Company Clothing** to answer the following questions.

1. There are four different kinds of protection for your hands. What are they?

2. Why is it important to make sure your boots fit you well when you buy them?

3. What do you need if you want to get a new apron?

4. What time is the processing supply room open?

5. Who wears a red bump cap?

6. If you don't like your earplugs, who should you talk to?

7. What kind of jobs require safety glasses?

8. Who wears a dust mask and special pants?

9. If you want to take something that is damaged back to the supply room to get a new one, what do you need to know?

10. What sizes do gloves come in?

11. What is the difference between liners and rainbow gloves?

12. How can an employee get some plastic sleeves?

What's Wrong?

Match the phrase with the picture.

1. ____ It has a hole in it.

2. ____ They are torn.

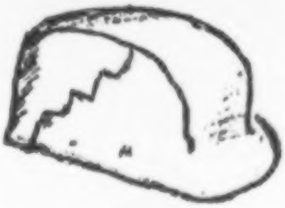
3. ____ It's cracked.

4. ____ It's dirty.

5. ____ It's too big.

6. ____ They're too small.

a.



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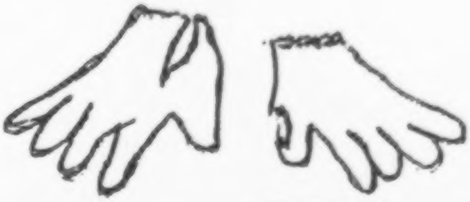

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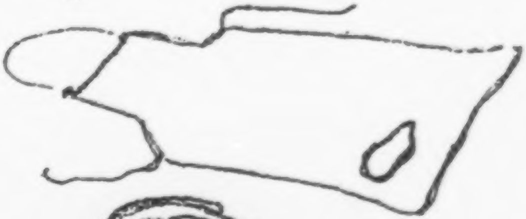

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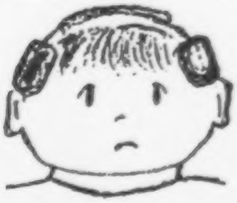

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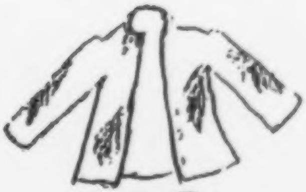

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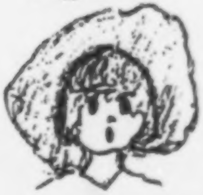
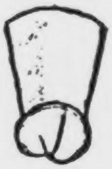


What is this?

Match the items of clothing with the names on the left.

1. ___ boots
2. ___ earplugs
3. ___ dust mask
4. ___ earmuff
5. ___ safety glasses
6. ___ liners
7. ___ bump cap
8. ___ earband
9. ___ arm guard
10. ___ plastic sleeve

a.



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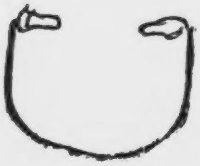

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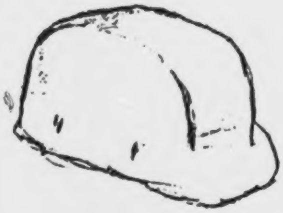

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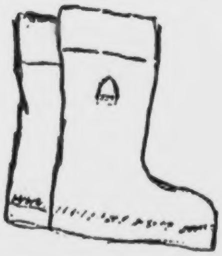

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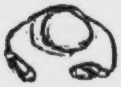

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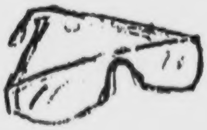

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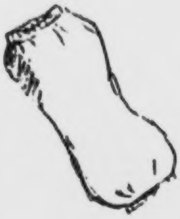

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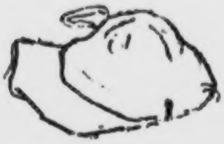

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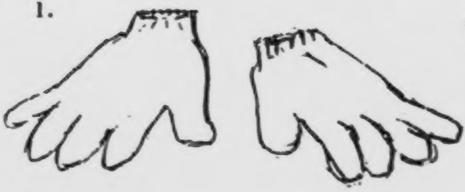

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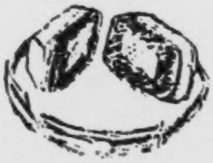


POULTRY PLANT ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue I.

Scene I.

David is a new worker at Rocco Turkeys, Dayton, Virginia. He works "on the line" using scissors to cut turkeys. David wears earplugs on the job. He's had a problem with the earplugs since he started his new job. When it's his turn for a break, he finds his supervisor, Bob, and talks with him.

DAVID:
Hey, Bob, may I talk with you a minute?

BOB:
Sure thing. I'm just on my way to get a cup of coffee. What can I help you with?

DAVID:
I have a problem with my earplugs, Bob. They've been making my ears hurt. I tried a different pair, but it seems that this kind of earplug irritates my ears.

BOB:
Once in awhile someone has that problem. Since you've already tried a different pair of plugs and it didn't help, you may want to try using an earmuff instead.

DAVID:
I'm willing to try anything! I'm tired of my ears ringing all the way home from work.

BOB:
Let me write a note to the supply room attendant. She'll give you a pair of earmuffs to try.

DAVID:
Thanks, Bob. Sorry I took time away from your break.

BOB:
No problem. See you later! And let me know how the earmuffs work.

Dialogue I.

Scene II.

David is continuing to have problems with whatever he puts on his ears for work. He's tried earplugs and earmuffs. Both cause his ears to hurt when he wears them and his ears ring after wearing them. His supervisor, Bob, suggests that he go to the Rocco nurse, Mary, to see what can be done.

DAVID:
Mary, my supervisor Bob said I should talk to you about the problem I'm having with my earplugs. Do you have a minute?

MARY:
Just a sec. Let me finish with this form.

Now, what can I help you with?

DAVID:
I feel silly coming in here, but my ears have been irritated constantly since I began working here at Rocco. I tried different pairs of earplugs and then my supervisor gave me earmuffs to wear. I can't get used to any of them. Do you have any ideas of what I can do?

MARY:
Well, David, I can issue you an earband to try. That's about the last resort. If you continue to have problems, you may need to check with a doctor.

Here's the earband. Try this for the rest of the week and come in on Friday to tell me how it worked. I think this may be your answer.

DAVID:
Thanks! I like my job here. I don't want to have to quit just because of a problem with my ears!

POULTRY PLANT ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue I.

Questions to Answer

1. Where does David work? (What company?)

____

2. What job does he do?

____

3. When David found Bob and talked to him, what was Bob on his way to do?

____

4. What was David's first problem (in Scene I.)?

____

5. What was David's second problem (in Scene II.)?

____

****

Words to Know

EARPLUGS EARMUFFS EARBANDS

1. Where do you get earplugs? ____________________

Where do you get earmuffs? ____________________

Where do you get earbands? ____________________

****

IRRITATED RINGING HURT

2. Fill in the sentences with the 3 words above.

David's ears ________________ when he wears his earplugs. They become ________________. Even when he stops wearing the plugs, his ears keep ________________ all the way home.

****

SUPERVISOR ATTENDANT NURSE

3. Who is your supervisor? ______________________________

Who is the supply room attendant? ____________________

Who is Rocco's nurse? ________________________________

****

Phrases to Know

"do you have a minute?"

"just a sec"

"see you later"

"no problem"

"sure thing"

"this may be your answer"

"the last resort"

1. When you are going home from work, you may say,

____

2. When you want to talk to someone, you may say,

____

3. When you think you can solve a problem, you may say,

____

4. When you're glad to help someone, you may say,

__________________________ or __________________________

5. When you have one final idea, you may call it,

____

6. When you have to wait to help someone, you may say,

____

POULTRY PLANT ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue II.

Scene I.

Sharon has worked at Rocco Turkeys, Dayton, Virginia, for six years. She has always taken good care of the apron she wears at work and has never had a problem with a damaged apron. But, she has a problem today!

PAM (Sharon's friend):
Sharon, did you know you have a huge rip in your apron - in the back?

SHARON:
Oh no! How did that happen? It looks like it's ready to be cut in two. Do you think I should go get another one now or can I wait until lunch break?

PAM:
You better go now. But, if I remember right, you're supposed to go to your supervisor to have him sign something before you can get a new one.

SHARON:
I think you're right. This has never happened to me before. But, this apron does look like it's the oldest one around.

Here comes Bob, our supervisor. I'll talk to him.

BOB:
Hi, Sharon. You look like you have a problem.

SHARON:
Just look at the back of my apron and you'll see my problem. Somehow I got a huge rip in the back. Do you need to sign something for me to get a new one?

BOB:
Yes. I'll sign my name right here on your apron and when you take a lunch break, you can go to the supply room to get a new one. I think this apron will stay together until lunch.

SHARON:
Thanks, Bob. I've worked here at Rocco for six years and this is the first time I've had this problem.

Dialogue II.

Scene II.

It's lunch break and Sharon goes to the supply room for a new apron.

SHARON:
Hi, Barbara! I have a damaged apron so I had Bob, my supervisor, sign it. Can I get a new one before this one splits in two?

BARBARA:
Yes, I'll get you another one. What's your employee number?

SHARON:
Oh, dear. I never remember it. Could I take the apron now and bring in my number later?

BARBARA:
Sorry, I have a rule to follow. I need your number before giving out or exchanging any supplies.

SHARON:
OK. I guess a rule is a rule. I'm going to lunch and then I'll be back with my number. See you later.

POULTRY PLANT ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialoque II.

Questions to Answer

1. Sharon talked to 3 people about her problem. Who?

First, ____________________

Then, ____________________

Lastly, ____________________

2. What was Sharon's problem?

____

3. In Scene I., what did Sharon need to get before she could get a new apron?

____

4. In Scene II., what did Sharon need to get before she could get a new apron?

____

5. Does Sharon get a new apron at the end of Scene II?

____

****

Words to Know

DAMAGED HUGE NEW OLDEST

1. Use the 4 words above in the blanks.

Sharon's apron was ____________________ so she wanted a ____________________ one. She had a ____________________ rip in the back of the apron. She said her apron was the ____________________ one around.

****

2. Use the same 4 words in the blanks.

When you buy something at the mall, it is usually

______________________________.

When something rips in two, it is ________________________.

A grandparent may be the ______________________________ in the family.

If you have a ________________________ lunch, you may not want a big supper.

****

What do you think?

1. What is your job at Rocco?

____

2. How long have you worked at Rocco?

____

3. What is one problem you have had with the clothing you wear for work?

____

4. Can you think of a funny thing that happened at work with the special clothing all employees wear?

____

5. If you could change the clothing employees have to wear, what would you change?

____

POULTRY PLANT (ROCCO) ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Answer Key:
Dialogue I. Questions

Questions to Answer
1. Rocco Turkeys, Dayton, Virginia
2. He works "on the line" using scissors to cut turkeys.
3. get a cup of coffee
4. His earplugs are making his ears hurt.
5. His earmuffs make his ears hurt as well.

Words to Know
1. - from the supply room
   - from your supervisor (The supervisor may send a note to the supply room.)
   - from the first aid office (Rocco's nurse)
2. hurt, irritated, ringing
3. answers will vary (The supply room attendant is Barbara Knott.)

Phrases to Know
1. see you later
2. do you have a minute?
3. this may be your answer
4. no problem, sure thing
5. the last resort
6. just a sec

Total: 20 questions and answers

Dialogue II. Questions

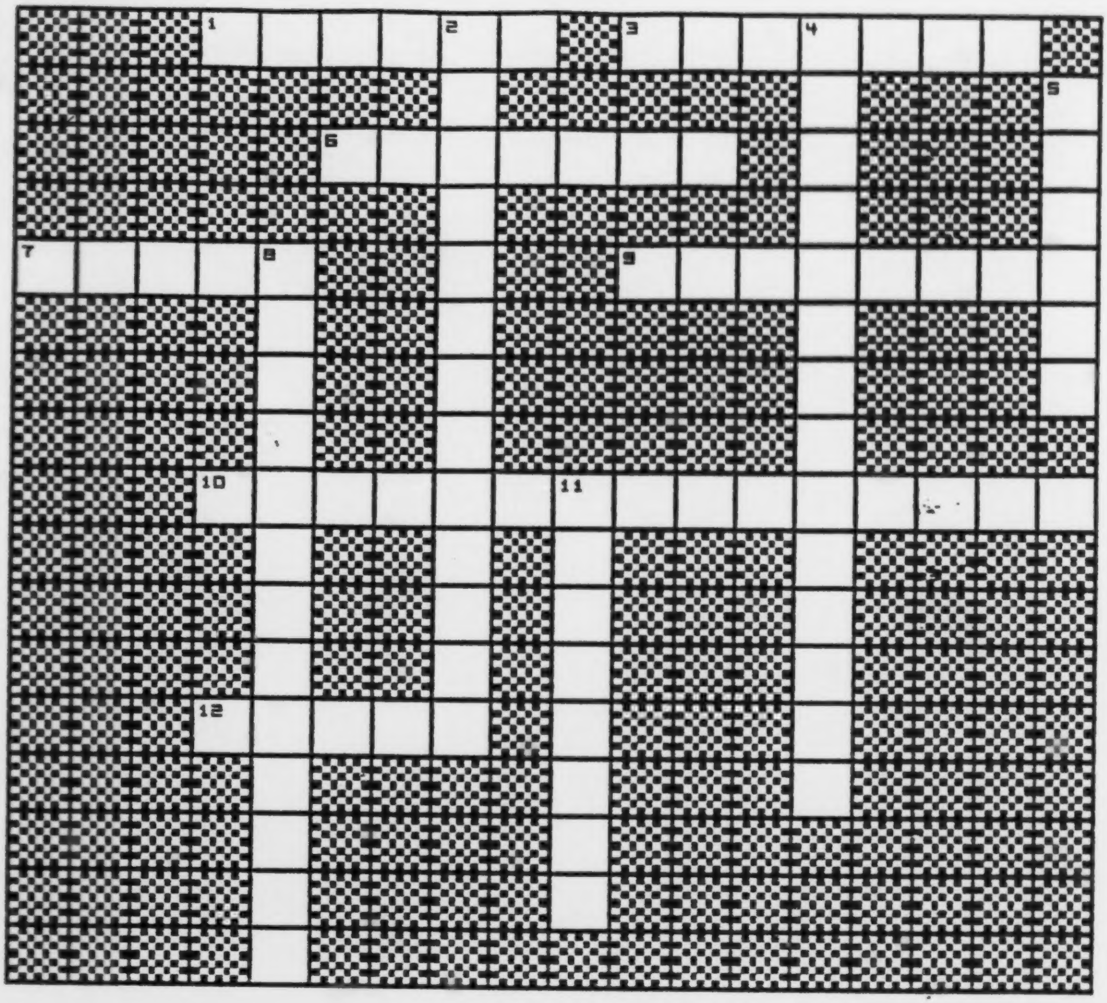
Questions to Answer
1. Pam, Bob, Barbara
2. She had a huge rip in her apron.
3. She needed her supervisor's signature on her apron.
4. She needed her employee number.
5. no

Words to Know
1. damaged, new, huge, oldest
2. new, damaged, oldest, huge

What do you think?: answers will vary

Total: 20 questions and answers

ROCCO CLOTHING



ACROSS CLUES

1. used under plastic gloves and make plastic gloves more comfortable
3. worn to protect an employee's head
6. worn on an employee's hair
7. worn on an employee's feet
9. worn only by hangers over an employee's mouth
10. worn by employees who use scissors, knives and air tools
12. worn over an employee's legs

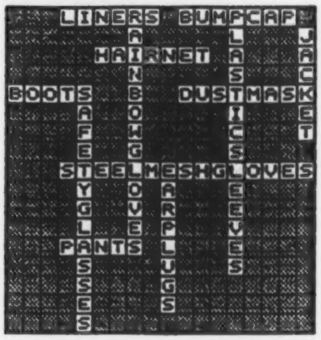
DOWN CLUES

2. dark in color, worn to keep hands warm
4. help to avoid a rash on an employee's arms
5. worn over other clothing; an employee in maintenance wears a blue one
8. must be worn by employees who work with chemicals
11. come from the supply room but if they don't work earmuffs or earbands may be used

WORD LIST: ROCCO CLOTHING

BOOTS
BUMPCAP
DUSTMASK
EARPLUGS
HAIRNET
JACKET
LINERS
PANTS
PLASTICSLEEVES
RAINBOWGLOVES
SAFETYGLASSES
STEELMESHGLOVES

ANSWERS: ROCCO CLOTHING



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Encyclopedia of

Company Clothing

Rocco Turkeys, Inc.

Helpful Phrases

I'd like to exchange these ...
I'd like to exchange this ...

May I have some ...
May I have a ...

I need some ...
I need a ...

Excuse me, this ...... is damaged.
Excuse me, these .... are damaged.

I have a problem with these...
I have a problem with this ...

I'd like to buy a...
I'd like to buy some ...

Barbara Knott is the Supply Room Attendant.

Supply Room Hours

Eviscerating
5:00-6:15 a.m.
1:30-3:00 p.m.
8:00-flexible

Processing
5:45-8:15 a.m.
3:30-5:30 p.m.

1

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

HEAD AND FACE

Supply Room Regulations

1. The supplies that you received free will be replaced at no cost if you trade in the old item. If you don't have the old item to trade in, you will have to pay for the new item, unless your supervisor approves the new item in writing. When you go to the supply room, be sure you know your **employee number** and your **department number.**

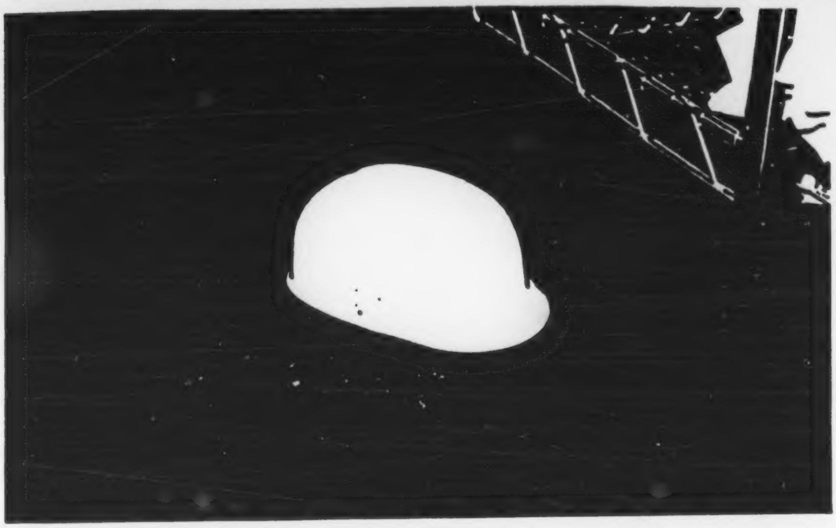
2. Any item (except boots) that is no good will be replaced if you can show the supply room attendant the damage. When you go to the supply room, be sure you know your **employee number** and your **department number.**

HAIRNET and BEARDNET

Hairnets come in three different sizes: small, medium and large.

BUMP CAP

A bump cap protects and employee's head. The color of the cap is important.



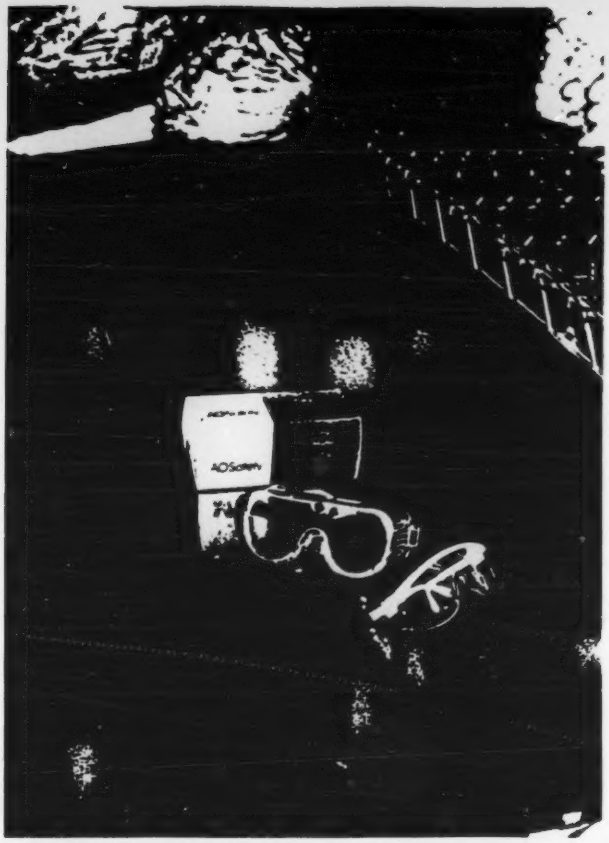
Yellow = Worker
Green = Supervisor
Red = Manager
White = Inspector or VIP

DUST MASK

Live Hangers are the employees who wear the dust mask.

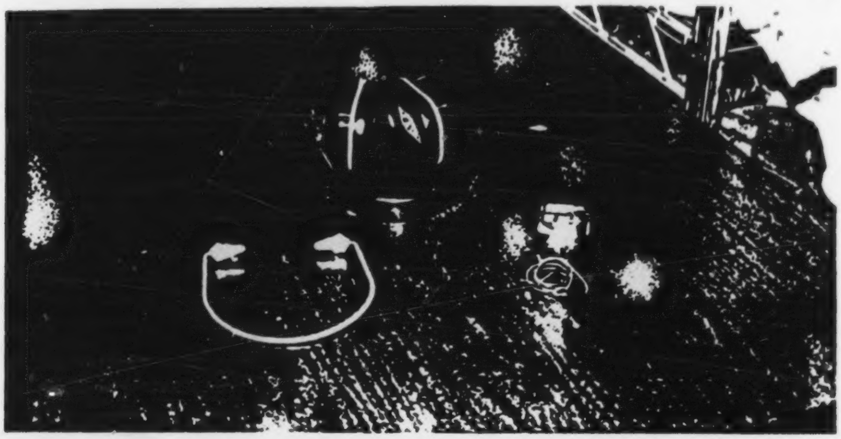
SAFETY GLASSES AND GOGGLES

Safety glasses or goggles are required for jobs with chemicals. Anyone else may also use them. If you want some safety glasses, you should ask your supervisor.



EARPLUGS, EARMUFFS and EARBANDS

Earplugs are handed out in the supply room. They are available in two sizes: small and medium. To exchange your earplugs, you need at least half of them. That means one plug and more than half of the cord. **Earmuffs** are available from your supervisor and **earbands** are available from the first aid office. If you have a problem with your earplugs, talk to your supervisor. If the problem continues, go to the first aid office.



CLOTHING SUPPLIES FOR
AN EMPLOYEE'S

HANDS AND ARMS

LINERS

Liners are cloth gloves that can be used under plastic gloves. They make plastic gloves more comfortable.

BEST COPY AVAILABLE

GLOVES

Gloves are plastic. They come in different sizes 7,8,9 and 10. Gloves may **split open** or **tear** if they are **pulled too hard** or if they are **too small.**

RAINBOW GLOVES

Rainbow gloves are darker in color and heavier than liners. People who work in the freezer use them because they keep their hands warm.

STEEL MESH (SAFETY) GLOVES and ARM GUARDS

Steel mesh gloves and arm guards must be worn for jobs using scissors, knives and air tools (for example, neck guns and tail guns).

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

BODY

PLASTIC SLEEVES

Plastic sleeves are used for comfort. They help to prevent a **rash** on an employee's arms. You can buy a pair of plastic sleeves for $1.10.

You must take care of your own coat. You can get a clean coat if you turn in your dirty coat. If you don't have a coat to turn in, you cannot get a clean one.

Blue coats are for people who work in maintenance.

JACKET (COAT)

Your apron keeps your clothing dry. If your apron is damaged, you must talk to your supervisor. The supervisor must sign the apron so that you can get another apron without charge. You also need your employee number to get a new apron.

APRON

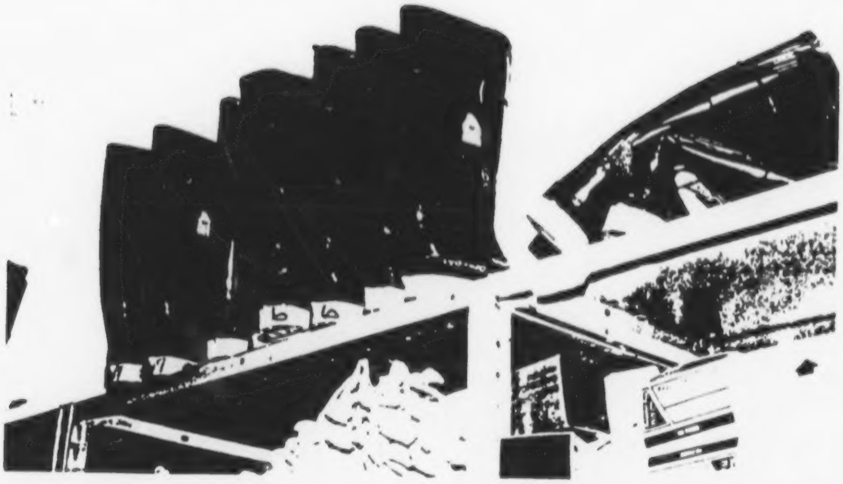
CLOTHING SUPPLIES FOR AN EMPLOYEE'S

FEET

The company gives special pants only to the employees who work in live hanging.

PANTS

BOOTS



You can buy boots in the supply room. You must know your employee number and your department number to get boots. **Make sure that the boots fit you** well when you buy them because you cannot take boots back to trade them in.

Let's Talk to the Supervisor

Rocco Turkeys, Inc.

(CCP Unit 21331 or 21337)

Competencies

After completing this unit the student should be able to:

- Approach his or her supervisor with a question or problem.
- Ask for clarification when he or she doesn't understand what the supervisor says.

Skills Needed

- approaching someone to open a conversation
- raising a question or problem in a conversation
- expressing lack of understanding
- closing a conversation
- understanding which questions or problems are appropriate to present

Vocabulary Needed

- That which is necessary to explain the problem.
- Phrases to open and close conversations
- Phrases to ask for clarification

Information Needed

- What American supervisors expect their employees to talk to them about
- How, when, and where American supervisors expect employees to approach them.

To the Teacher . . .

Let's Talk...

Ideas for introducing the unit:

- Use the book, English for the Workplace ESL for Action Unit III, Lesson 3 "Talking with the Boss" p. 46 -- *Read the dialogue and discuss the situation. Ask students to share experiences or problems that they have had talking with their supervisor.*
- *Do an LEA story as a class about talking with your supervisor.*
- *Present a sample problem situation on the job and ask students what would be the best thing to do. Ask what problems they have encountered talking with their supervisor.*
- *Give students some complicated directions for doing something. Watch to see what their reaction is when they don't understand, and then talk about what they can do when they don't understand something.*

Ideas for presenting the information, skills and vocabulary needed:

- Give students the **"Conversation Guidelines" sheet** which includes several phrases which may be useful in talking with their supervisor. *Go over the sheet making sure that the students understand each part.. Discuss as a class when it's appropriate to talk to the supervisor and fill in the bottom of the paper.*

Ideas for practicing the information, skills and vocabulary:

- Make **"Conversation Cards"** on 3"x5" cards that contain a problem, an opening phrase, a problem-presenting phrase, vocabulary needed for the problem and a thank you phrase. *Give each student a different card and have them practice approaching you or an aide to present their problem.*
- Have students work in small groups to write a **model dialog** where an employee approaches the supervisor about a specific problem.
- Have a **worksheet** with all the phrases talked about and have students group them into the appropriate uses.
- Write some dialogues where employees use the wrong phrases or don't ask for clarification and as a result the conversation turns out in misunderstanding. *Have students rewrite the dialogue using the phrases they have learned.*
- Make a list of problems which people may encounter in their work and have students identify which ones would be appropriate to go to the supervisor with.

Ideas for helping students apply what they are learning:

- Give each student a question to ask their supervisor and have them discuss the answers they get and their experiences in the next class.

Some Common Situations Where Employees Need to Talk with their Supervisors

- To arrange to leave early from work.
- To go to the nurse's office for aspirin, a band-aid, etc.
- To check on the work schedule, for example, if the employee needs to work on Saturday or Sunday, or to see if there is overtime work available.
- To ask to be switched to a different position within the line because of a physical problem.
- To report an accident on the job.
- To report problems with tools or machinery.

Discuss with students to generate more situations.

PP-Rocco Let's talk to the Supervisor
CCP Unit 21331

Let's Talk to the Supervisor
A Conversation Guide

Where to begin...

Excuse me, I'd like to speak with you a minute.
Good morning, could I ask you a question?
May I talk with you, please?

On to the problem...

I have a problem.
Can you help me, please?
I'm sorry, but I don't understand...

And if you still don't understand...

Would you please repeat that?
What did you say about the...
Could you speak more slowly?

or, repeat the part that you understood... for example, you hear,

"Take tηξτραωινσ to the freezer."

You say, "Take ***what*** *to the freezer?"*
or, ***"What*** *do you want me to take to the freezer?"*
or, "What does tηεξτρωινσ mean?"

And then it's back to work...

Thanks a lot for your help.
Thank you. I appreciate your help.
Thanks a lot!

And Smile!!!

What do you think?

1. When is a good time to talk to your supervisor?
2. When is a bad time to talk to your supervisor?
3. Where is a good place to talk to your supervisor?
4. Where is a bad place to talk to your supervisor?

You Say It

Characters: **Martin,** *an employee whose job is trimming thighs.*
Sandy, *Martin's supervisor.*

Problem: Martin sprained his wrist while he was playing basketball over the weekend. He can't use the scissors very well, and wants to do a different job until his arm feels better.

Your job: Write the conversation between Martin and Sandy.
Use **M** for Martin and **S** for Sandy.

****
* M:
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* S:
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What did you say???

What could you say if you don't understand the underlined word?

1. The people in **eviscerating** are on break right now.

2. The **dispensary** will be closed for half an hour.

3. Tell him that the **chute** is full of meat.

4. You'll need a **bump** cap if you want to work in that area.

5. The customers were complaining because there was too much **gristle** with the meat.

6. We're supposed to cut off all of the **dangling** fat.

PP-Rocco Let's talk to the Supervisor
CCP Unit 21331

When to say it...

I have a problem.
What did you say about the...
Can you help me, please?
Excuse me, I'd like to speak with you a minute.
Thanks a lot for your help.
Good morning, could I ask you a question?
I'm sorry, but I don't understand...
Thanks a lot!
May I talk with you, please?
"What does dangling mean?
Would you please repeat that?
"Take **what** to the freezer?"
Thank you. I appreciate your help.
Could you speak more slowly?

Write each phrase above in the category below where it belongs.

Phrases to open a conversation:

Phrases to present a problem:

Phrases to close a conversation:

Phrases to show that you don't understand :

Getting Dressed for Work

Wampler - Longacare Chickens
(CCP Unit 21336)

Competencies

After completing this unit, the student should be able to:
- Ask for clothing supplies needed for work.
- Explain problems related to the clothing items used at work.

Skills Needed

- Requesting something politely
- Bringing up a problem

Vocabulary Needed

- Articles of clothing required for the job
- Requesting phrases
- Phrases to present a problem

Information Needed

- What kind of care is expected from employees
- What can be exchanged.
- What is necessary in order to exchange something.

To the Teacher . . .

Getting Dressed for Work (WLC)

Ideas for introducing the unit:

- *After students have finished the CCP Lesson 213361, review with them the articles of clothing presented. Then ask them what they need to wear to work.*

- **Show a picture of employees dressed for work.** *See how many articles of clothing students can identify. Ask if they ever have problems with any of the items of clothing they use at work.*

Ideas for presenting the information, skills and vocabulary needed:

- Give students the **"Clothing Encyclopedia"** which has a page for each item of clothing used by employees.
  a. *Read and discuss several pages a day until all items have been covered. As you go through each page make a list on the board of the names of the items and vocabulary to talk about problems with each one.*
  b. *Have students look through the book and choose the items that they use. Then as a class, read and discuss the captions for each item. If there are some items that no one in the class uses, mention them at the end and discuss who would use them.*

- Give students the **"At the Supply Room"** Dialogues. *Read them as a class or individually, then go back and make a list of the items mentioned and the problems that were experienced with each one.*

Ideas for practicing the information, skills and vocabulary.

- Supply Room Role play -- *Students play the parts of the supply room aid, and employees who need different supplies. You can use the mounted pictures to represent the items that the supply room attendant gives the employees.*

- Make **"Situation Cards"** presenting different problems with clothing items. *Students decide whose fault the problem is and how it should be presented to the supply room attendent.*

- **Matching Worksheets** -- Matching objects and names or drawing of a certain problem with a phrase describing that problem.

- **Comprehension Questions** on the encylopedia or dialogues.

Geting Dressed for Work

Ideas for practice (cont.)

- Play a game as a class using the **5"x7" pictures** of items.
  - a. *Hold up one picture at a time. The first student to identify it correctly gets to hold that picture.*
  - b. *Divide the class into two groups. Appoint a secretary for each groups. Line up the pictures where everyone can see them. Give a time limit and see which group can identify the most pictures within that time.*
  - c. *Display the pictures where they can be seen. One student describes a problem with one of the items, but without using the name of that item. The rest of the students identify which item he or she is referring to. (Instead of a problem, students may simply describe the item.)*

What did that say?

Use the **Encylopedia of Company Clothing** to answer the following questions.

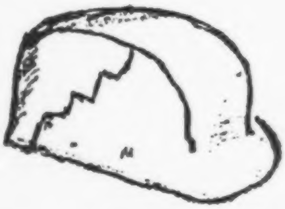
1. When do you have to pay for items of clothing that you get in the supply room?
2. Your supervisor or line leader will give you three pairs of disposable gloves every day. What should you do if you want more than three pairs?
3. What do you wear under the plastic or disposable gloves to help keep your hands warm?
4. When can you get a new pair of boots?
5. Who wears a red bump cap?
6. If you don't like your earplugs, who should you talk to?
7. What kind of jobs require safety glasses?
8. What should you do if your smock gets dirty or wet while you are working?
9. When can you get a new hairnet?
10. What special kind of gloves are required for people who work with knives?
11. Which employees wear a blue apron?
12. How can an employee get a wrist band?

What's Wrong?

Match the phrase with the picture.

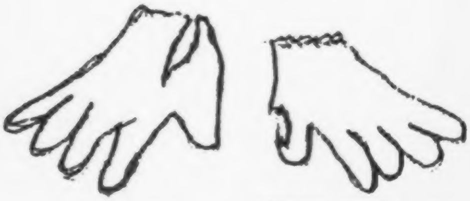
1. ____ It has a hole in it.

a.



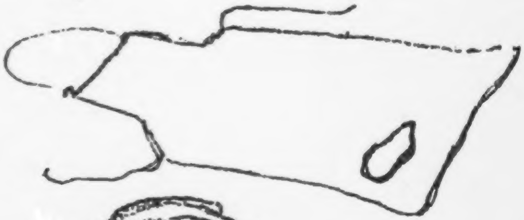
2. ____ They are torn.

b.



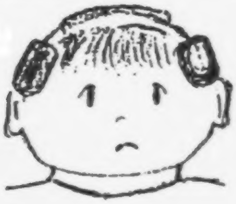
3. ____ It's cracked.

c.



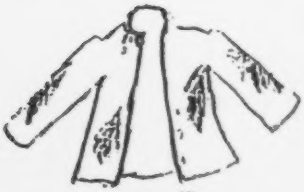
4. ____ It's dirty.

d.



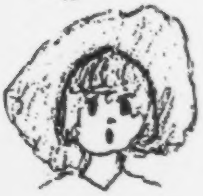
5. ____ It's too big.

e.



6. ____ They're too small.

f.

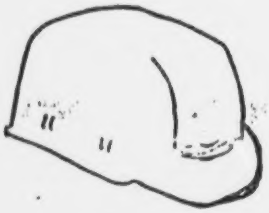


What is this?

Match the items of clothing with the names on the left.

1. ___ boots
2. ___ earplugs
3. ___ wrist band
4. ___ earmuff
5. ___ safety glasses
6. ___ gloves
7. ___ hairnet
8. ___ apron
9. ___ hard hat
10. ___ plastic sleeve

a.



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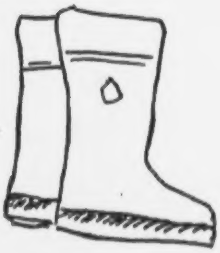

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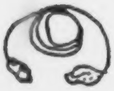

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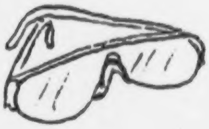

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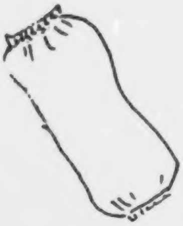

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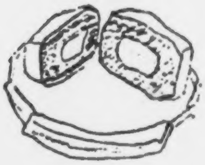

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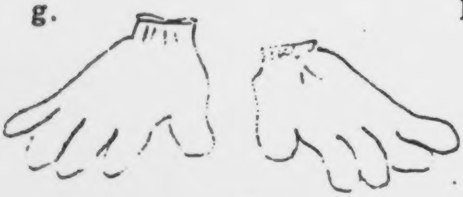

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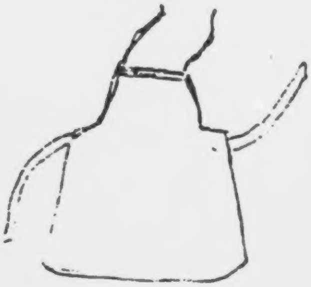
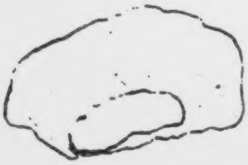
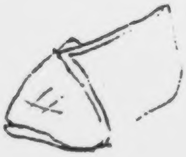


i.



j.



POULTRY PLANT ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue I.

Scene I.

David is a new worker at WLC, Timberville, Virginia. He works "on the line" using scissors to cut chickens. David wears earplugs on the job. He's had a problem with the earplugs since he started his new job. When it's his turn for a break, he finds his supervisor, Bob, and talks with him.

DAVID:
Hey, Bob, may I talk with you a minute?

BOB:
Sure thing. I'm just on my way to get a cup of coffee. What can I help you with?

DAVID:
I have a problem with my earplugs, Bob. They've been making my ears hurt.

BOB:
Once in awhile someone has that problem. The supply room has four kinds of earplugs. Why don't you go there and check them out. If you turn in the pair you have, you may get a different kind free.

DAVID:
I'm willing to try anything! I'm tired of my ears ringing all the way home from work.

BOB:
Let me write a note to the supply room attendant. She'll be sure to let you try another pair.

DAVID:
Thanks, Bob. Sorry I took time away from your break.

BOB:
No problem. See you later! And let me know how another kind works.

Dialogue I.

Scene II.

David is continuing to have problems with whatever he puts on his ears for work. He's tried all four different kinds of earplugs. They all cause his ears to hurt when he wears them and his ears ring after wearing them. His supervisor, Bob, suggests that he go to WLC's nurse, Sheila, to see what can be done.

DAVID:
Sheila, my supervisor Bob said I should talk to you about the problem I'm having with my earplugs. Do you have a minute?

SHEILA:
Just a sec. Let me finish with this form.

Now, what can I help you with?

DAVID:
I feel silly coming in here, but my ears have been irritated constantly since I began working here at WLC. I've tried all the different kinds of earplugs that are in the supply room. I can't get used to any of them. Do you have any ideas of what I can do?

SHEILA:
Well, David, I can issue you an earmuff to try. That's about the last resort. If you continue to have problems, you may need to check with a doctor.

Take this form to the supply room and you'll get an earmuff to wear. Try it for the rest of the week and come in on Friday to tell me how it worked. I think this may be your answer.

DAVID:
Thanks! I like my job here. I don't want to have to quit just because of a problem with my ears!

POULTRY PLANT (WLC) ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue I.

Questions to Answer

1. Where does David work? (What company?)

____

2. What job does he do?

____

3. When David found Bob and talked to him, what was Bob on his way to do?

____

4. What was David's problem (in Scene I.)?

____

5. Was David's problem solved before Scene II.?

____

****

Words to Know

IRRITATED RINGING HURT

1. Fill in the sentences with the 3 words above.

David's ears ____________________ when he wears his earplugs. They become ____________________. Even when he stops wearing the plugs, his ears keep ____________________ all the way home.

****

SUPERVISOR ATTENDANT NURSE

2. Who is your supervisor? ____________________

Who is the supply room attendant? ____________________

Who is WLC's nurse? ____________________

****

Phrases to Know

"do you have a minute?"

"just a sec"

"see you later"

"no problem"

"sure thing"

"this may be your answer"

"the last resort"

1. When you are going home from work, you may say,

____

2. When you want to talk to someone, you may say,

____

3. When you think you can solve a problem, you may say,

____

4. When you're glad to help someone, you may say,

_____________________ or _____________________

5. When you have one final idea, you may call it,

____

6. When you have to wait to help someone, you may say,

____

****

What do you think?

1. On my break I like to _________________________.

2. I sometimes have a problem with __________________

____.

3. When I get tired I ____________________________.

POULTRY PLANT ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue II.

Scene I.

Sharon has worked at Wampler-Longacre Chickens, Timberville, Virginia, for six years. She has always taken good care of the smock she wears at work and has never had a problem with a dirty or damaged one. But, she has a problem today!

PAM (Sharon's friend):
Sharon, did you know you have a huge rip in your smock - in the back?

SHARON:
Oh no! How did that happen? It looks like it's ready to be cut in two. Do you think I should go get another one now or can I wait until lunch break?

PAM:
Why don't you ask Bob, the supervisor, if you can go now?

SHARON:
There's Bob, coming this way. I'll ask his advice. This has never happened to me before. But, this apron does look like it's the oldest one around.

BOB:
Hi, Sharon. You look like you have a problem.

SHARON:
Just look at the back of my smock and you'll see my problem. Somehow I got a huge rip in the back. Do you need to sign something for me to get a new one?

BOB:
Yes. I'll give you a note to take to the supply room. When you take a lunch break, you can go to get a new one. I think this smock will stay together until lunch.

SHARON:
Thanks, Bob. I've worked here at WLC for six years and this is the first time I've had this problem.

Dialogue II.

Scene II.

It's lunch break and Sharon goes to the supply room for a new smock.

SHARON:
Hi, Barbara! I have a damaged smock so Bob, my supervisor, gave me this note to get a new one. Can I get a new one before this one splits in two?

BARBARA:
Sure, I'll get you another one. This is something new to have happen to you. I've never had to replace a dirty or torn smock for you before.

SHARON:
You're right. But, there's a first time for everything. Thanks! I'm on my way to lunch.

BARBARA:
Now, don't forget to pick up your button when you turn in that smock tonight. Maybe today will be your first day to be forgetful too!

POULTRY PLANT (WLC) ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Dialogue II.

Questions to Answer

1. Sharon talked to 3 people about her problem. Who?

First, ______________________________

Then, ______________________________

Lastly, ______________________________

2. What was Sharon's problem?

____

3. In Scene I., what did Bob give Sharon?

____

4. In Scene II., what did Barbara give Sharon?

____

5. In Scene II., what did Barbara remind Sharon to do?

____

****

Words to Know

DAMAGED HUGE NEW OLDEST

1. Use the 4 words above in the blanks.

Sharon's smock was _________________________ so she wanted a _________________________ one. She had a _________________________ rip in the back of the smock. She said her smock was the _________________________ one around.

****

2. Use the same 4 words in the blanks.

When you buy something at the mall, it is usually

_________________________.

When something rips in two, it is ____________________.

A grandparent may be the _________________________ in the family.

If you have a ____________________ lunch, you may not want a big supper.

****

What do you think?

1. What is your job at WLC?

____

2. How long have you worked at WLC?

____

3. What is one problem you have had with the clothing you wear for work?

____

4. Can you think of a funny thing that happened at work with the special clothing all employees wear?

____

5. If you could change the clothing employees have to wear, what would you change?

____

POLTRY PLANT (WLC) ESL CURRICULUM
GET DRESSED - COMPANY STYLE

Answer Key:
Dialogue I. Questions

Questions to Answer
1. WLC, Timberville, Virginia
2. He works "on the line" using scissors to cut chickens.
3. get a cup of coffee
4. His earplugs are making his ears hurt.
5. no

Words to Know
1. hurt, irritated, ringing
2. answers will vary
   (Ths supply room attendants are Shriley Long and Roberta Whetzel. The nurse is Sheila Higdon.)

Phrases to Know
1. see you later
2. do you have a minute?
3. this may be your answer
4. no problem, sure thing
5. the last resort
6. just a sec

What do you think?: answers will vary

Total: 20 questions and answers

Dialogue II. Questions

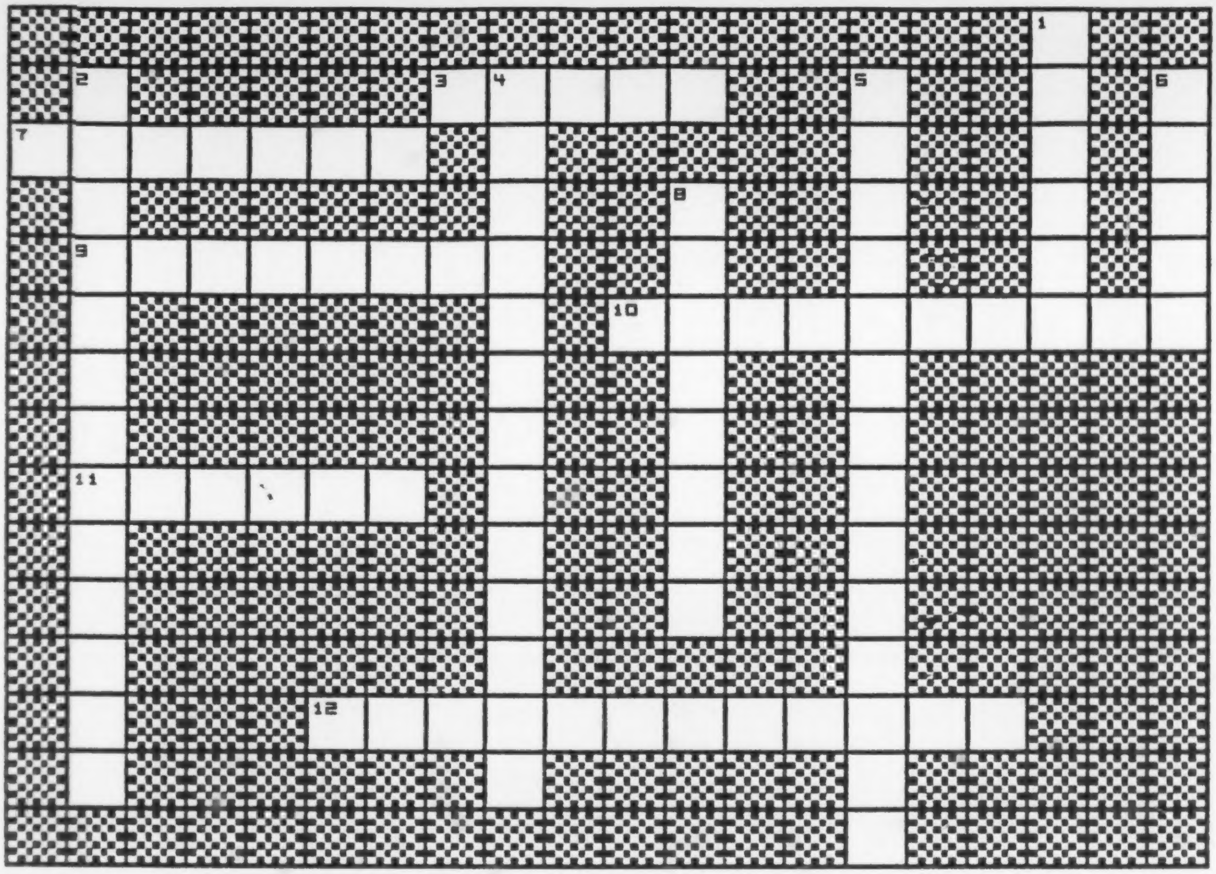
Questions to Answer
1. Pam, Bob, Barbara
2. She had a huge rip in her smock.
3. a note to take to the supply room
4. a new smock
5. to pick up a button when she turns in her smock tonight

Words to Know
1. damaged, new, huge, oldest
2. new, damaged, oldest, huge

What do you think?: answers will vary

Total: 20 questions and answers

WLC CLOTHING



ACROSS CLUES

3. worn to keep smock dry; 3 used each day
7. worn on an employee's hair; there are 2 kinds
9. used to protect an employee's ears; there are 4 different kinds
10. protect an employee's wrist against injury
11. worn under disposable gloves to keep hands warm
12. required on jobs that use scissors, knives or other equipment

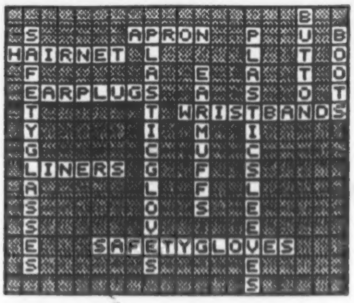
DOWN CLUES

1. turned in each day for a clean smock
2. worn by hangers and others to protect eyes
4. worn to keep hands dry; 3 used each day
5. may be asked for to protect an employee's arms from a rash
6. worn on an employee's feet
8. may be used if earplugs don't work

WORD LIST: WLC CLOTHING

APRON
BOOTS
BUTTON
EARPLUGS
EARMUFFS
HAIRNET
LINERS
PLASTICGLOVES
PLASTICSLEEVES
SAFETYGLOVES
SAFETYGLASSES
WRISTBANDS

ANSWERS: WLC CLOTHING



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Encyclopedia of

Company Clothing

Wampler - Longacre Chickens

Helpful Phrases

I'd like to exchange these ...
I'd like to exchange this ...

May I have some ...
May I have a ...

I need some ...
I need a ...

Excuse me, this ...... is damaged.
Excuse me, these .... are damaged.

I have a problem with these...
I have a problem with this ...

I'd like to buy a...
I'd like to buy some ...

Welcome to the Supply Room!

Shirley Long and Roberta Whetzel are the Supply Room Attendants.

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

HEAD AND FACE

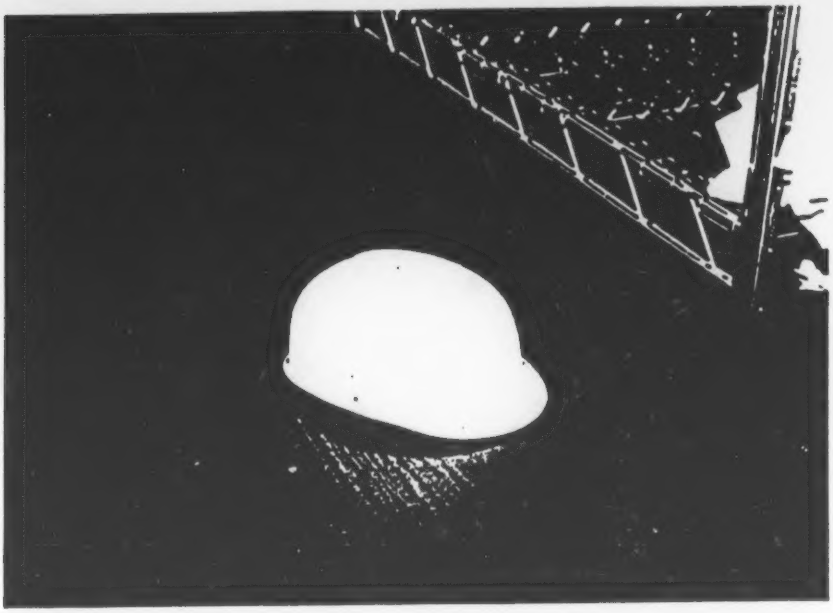
Supply Room Regulations

1. The supplies that you received free will be replaced at no cost if you trade in the old item. If you leave something at home or lose it, you will have to pay for it. You may pay cash or use your social security number to charge it.

2. If your clothing or equipment is damaged or dirty, it will be replaced free if you turn in the old damaged or dirty item.

Hairnets come in three different sizes: small, medium and large. There are two kinds of hairnets, one is called a bonnet and the other is called a mesh hairnet. You may get a new hairnet when the elastic wears out on the old one. You must turn in the old hairnet to get a new one.

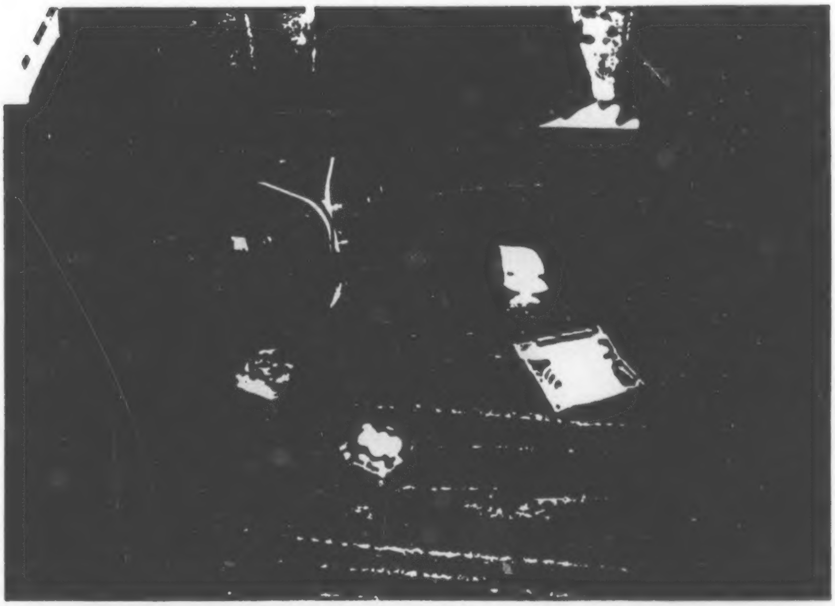
----------HAIRNET and BEARDNET



A hard hat protects an employee's head. The color of the hat is important.

White = Worker
Blue = Line Leader
Red = Supervisor
Yellow = Sanitation

Hard Hat (Bump Cap)

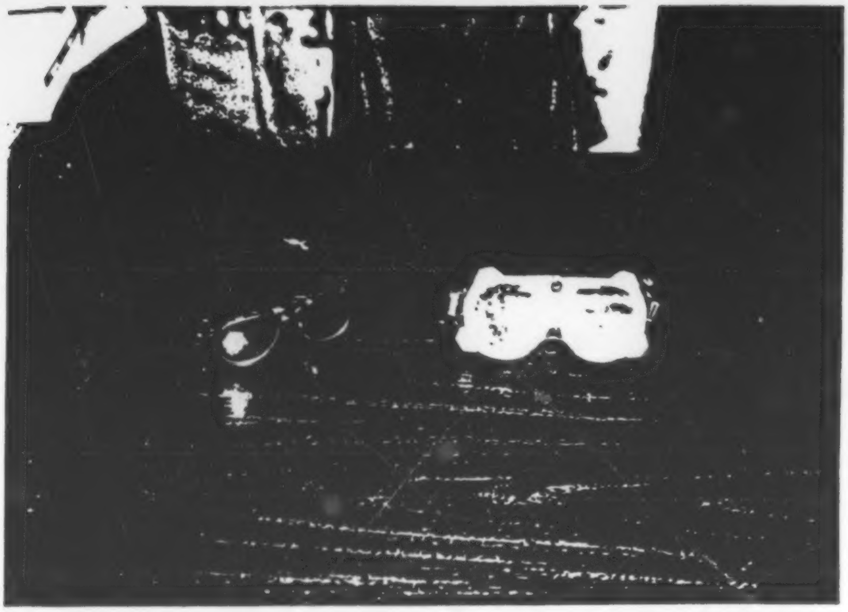


There are 4 kinds of earplugs. You may want to try different kinds to see which kind fits best. Please keep track of your earplugs. If you lose them, you must pay for them. If you return a pair, you can get a pair free. Earmuffs are available if the nurse recommends them.

Red & Blue...	$.80
All others....	$.60

Earplugs and Earmuffs

There are two kinds of safety glasses. Employees on certain jobs must wear them, for example, hangers and people who work in the eviscerating room.



Safety Glasses

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

HANDS AND ARMS

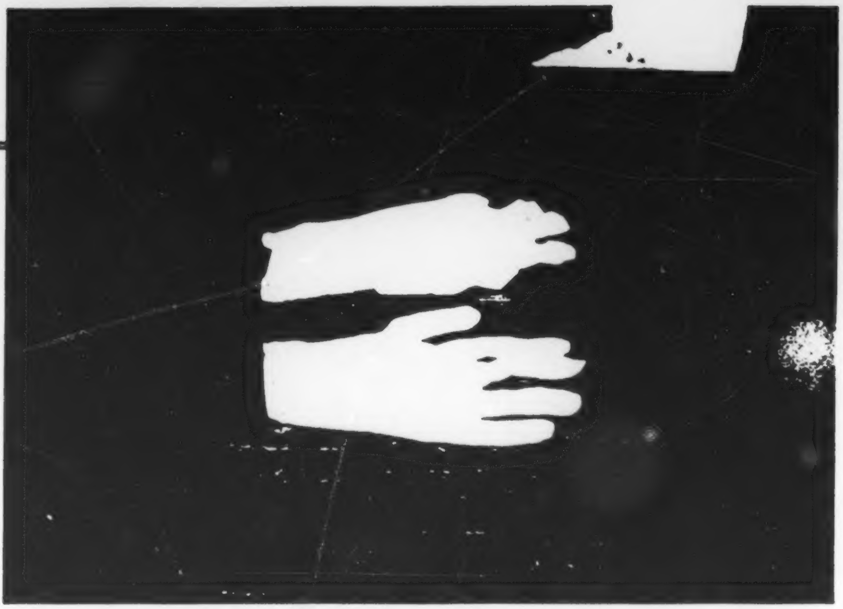
DISPOSABLE GLOVES

Each day you receive 3 pairs of disposable gloves. (top) If you want more of these disposable gloves you can buy them in the supply room for 10 ¢.

Cotton GLOVES

Cotton gloves (bottom right) help to keep your hands warm.

LINERS



Liners (bottom) are thin cloth gloves that can be used under plastic gloves. They make plastic gloves more comfortable and help keep your hands warm.

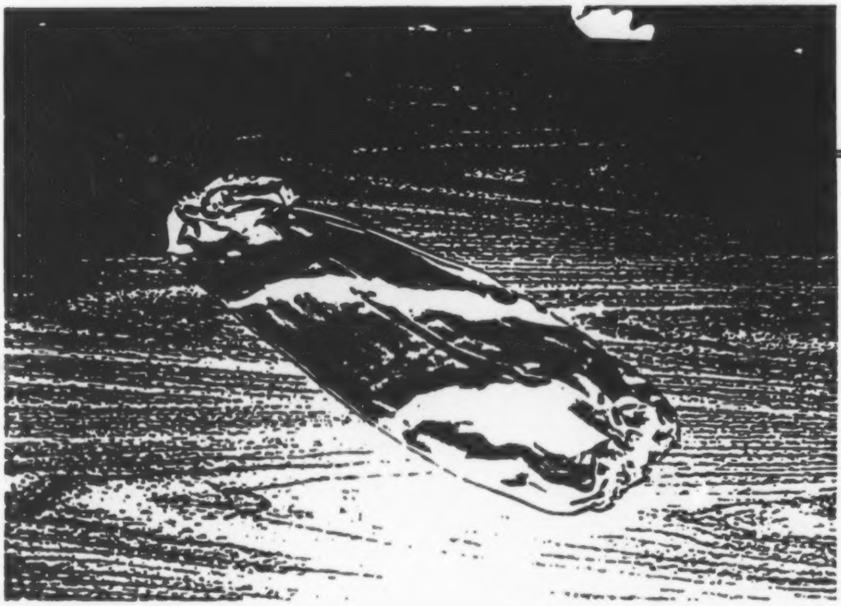
Plastic GLOVES

The green plastic gloves are heavier than the disposable gloves. They also help to keep your hands dry.

STEEL MESH and SAFETY GLOVES

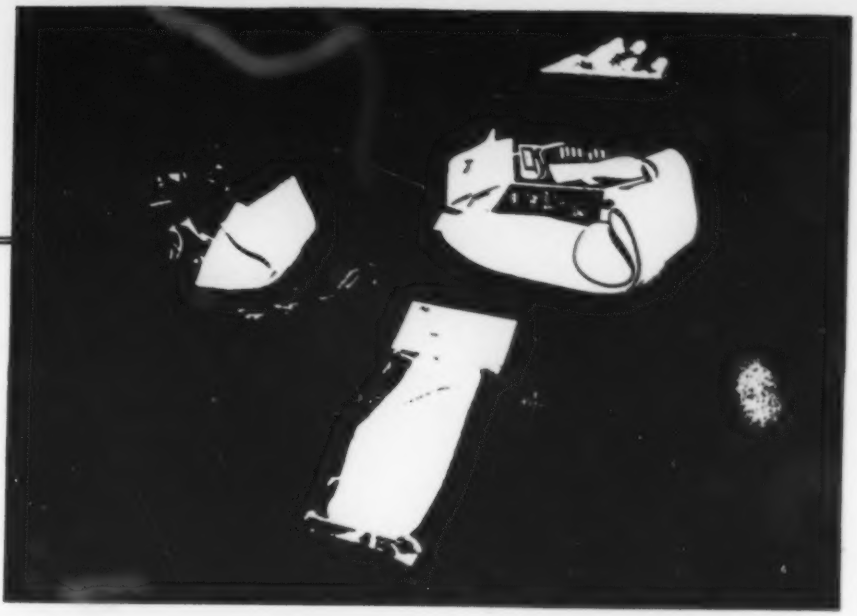
Steel mesh gloves (top) or safety gloves (bottom left) are worn for jobs using knives.

PLASTIC SLEEVES



Plastic sleeves are used for comfort. They help to prevent a rash on an employee's arms. If you would like some plastic sleeves, you should talk to the nurse.

WRIST BANDS



Wrist bands can help support your wrist. If you think that you you need a wrist band, you should go and talk to the nurse. She can help you get one. There are three different kinds of wristbands. The nurse will decide what kind is the best for you.

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

BODY

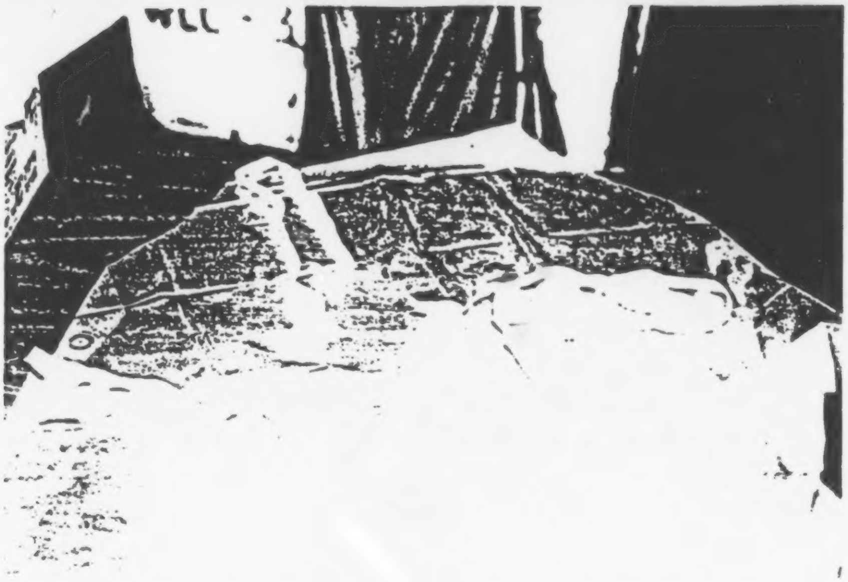
SMOCK

There are many different sizes of smocks. You must take care of your own smock. If your smock gets dirty while you are working, you may turn it in for a clean one. At the end of the day, when you turn in your smock, you will get a pink button. You can use the button to get a smock the next day.

CLOTHING SUPPLIES FOR AN EMPLOYEE'S

FEET

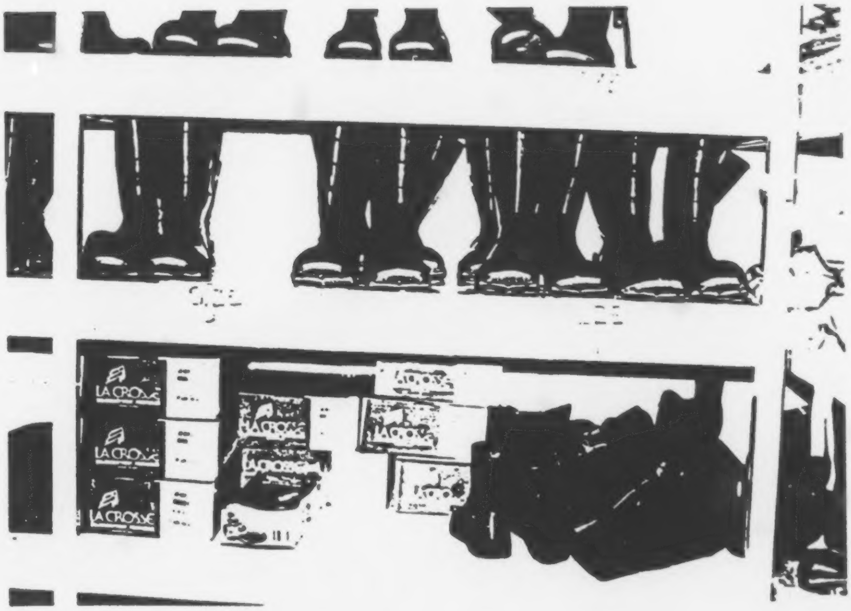
APRON



Each day you will recieve 3 disposable white aprons. There are also blue aprons. The blue aprons are heavier than the white aprons. They are not disposable. Only certain employees wear blue aprons, for example, some of the people in eviscerating.

BOOTS

You can get boots in the supply room. When your boots are worn out or have lost their tread (that means he bottom is very ippery), you can get other pair if you ke the old pair back the supply room show the mage.



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Let's Talk to the Line Leader

Wampler-Longacre Chickens

(CCP Unit 21331 or 21337)

Competencies

After completing this unit the student should be able to:

- Approach his or her line leader with a question or problem.
- Ask for clarification when he or she doesn't understand what the line leader says.

Skills Needed

- approaching someone to open a conversation
- raising a question or problem in a conversation
- expressing lack of understanding
- closing a conversation
- understanding which questions or problems are appropriate to present

Vocabulary Needed

- That which is necessary to explain the problem.
- Phrases to open and close conversations
- Phrases to ask for clarification

Information Needed

- What American supervisors expect their employees to talk to them about
- How, when, and where American supervisors expect employees to approach them.

To the Teacher . . .

Let's Talk...(WLC)

Ideas for introducing the unit:

- Use the book, English for the Workplace ESL for Action Unit III, Lesson 3 "Talking with the Boss" p. 46 -- *Read the dialogue and discuss the situation. Ask students to share experiences or problems that they have had talking with their line leader.*
- *Do an LEA story as a class about talking with your line leader.*
- *Present a sample problem situation on the job and ask students what would be the best thing to do. Ask what problems they have encountered talking with their line leader.*
- *Give students some complicated directions for doing something. Watch to see what their reaction is when they don't understand, and then talk about what they can do when they don't understand something. Ask if they ever have trouble understanding their line leader.*

Ideas for presenting the information, skills and vocabulary needed:

- Give students the **"Conversation Guidelines" sheet** which includes several phrases which may be useful in talking with their line leader. *Go over the sheet making sure that rhe students understand each part.. Discuss as a class when it's appropriate to talk to the line leader and fill in the bottom of the paper.*

Ideas for practicing the information, skills and vocabulary:

- Make **"Conversation Cards"** on 3"x5" cards that contain a problem, an opening phrase, a problem-presenting phrase, vocabulary needed for the problem and a thank you phrase. *Give each student a different card and have them practice approaching you or an aide to present their problem.*
- Have students work in small groups to write a **model dialog** where an employee approaches the line leader about a specific problem.
- Have a **worksheet** with all the phrases talked about and have students group them into the appropriate uses.
- Write some dialogues where employees use the wrong phrases or don't ask for clarification and as a result the conversation turns out in misunderstanding. *Have students rewrite the dialogue using the phrases they have learned.*
- Make a list of problems which people may encounter in their work and have students identify which ones would be appropriate to go to the line leader with.

Ideas for helping students apply what they are learning:

- Give each student a question to ask their line leader and have them discuss the answers they get and their experiences in the next class.

Some Common Situations Where Employees Need to Talk with their Line Leaders

- To arrange to leave early from work.
- To go to the nurse's office for aspirin, a band-aid, etc.
- To check on the work schedule, for example, if the employee needs to work on Saturday or Sunday, or to see if there is overtime work available.
- To ask to be switched to a different position within the line because of a physical problem.
- To report an accident on the job.
- To report problems with tools or machinery.

Discuss with students to generate more situations.

Let's Talk to the Line Leader

A Conversation Guide

Where to begin...

Excuse me, I'd like to speak with you a minute.
Good morning, could I ask you a question?
May I talk with you, please?

On to the problem...

I have a problem.
Can you help me, please?
I'm sorry, but I don't understand...

And if you still don't understand...

Would you please repeat that?
What did you say about the...
Could you speak more slowly?

or, repeat the part that you understood... for example, you hear,
"Take τηξτραωινσ to the freezer."
*You say, " Take **what** to the freezer?"*
*or, '"**What** do you want me to take to the freezer?"*
or, " What does τηεξτρωινσ mean?"

And then it's back to work...

Thanks a lot for your help.
Thank you. I appreciate your help.
Thanks a lot!

And Smile!!!

What do you think?

1. When is a good time to talk to your line leader?
2. When is a bad time to talk to your line leader?
3. Where is a good place to talk to your line leader?
4. Where is a bad place to talk to your line leader?

PP -WLC Let's Talk to the Line Leader
CCP Unit 21331

You Say It

Characters: **Mahn,** *an employee whose job is trimming thighs.*
Sandy, *Mahn's line leader.*

Problem: Mahn sprained his wrist while he was playing basketball over the weekend. He can't use the scissors very well, and wants to do a different job until his arm feels better.

Your job: Write the conversation between Mahn and Sandy.
Use **M** for Mahn and **S** for Sandy.

M:

S:

What did you say???

What could you say if you don't understand the underlined word?

1. The people in **eviscerating** are on break right now.

2. The **dispensary** will be closed for half an hour.

3. Tell him that the **chute** is full of meat.

4. You'll need a **bump** cap if you want to work in that area.

5. The customers were complaining because there was too much **gristle** with the meat.

6. We're supposed to cut off all of the **dangling** fat.

When to say it...

I have a problem.
What did you say about the...
Can you help me, please?
Excuse me, I'd like to speak with you a minute.
Thanks a lot for your help.
Good morning, could I ask you a question?
I'm sorry, but I don't understand...

Thanks a lot!
May I talk with you, please?
" What does dangling mean?
Would you please repeat that?
"Take **what** to the freezer?"
Thank you. I appreciate your help.
Could you speak more slowly?

Write each phrase above in the category below where it belongs.

Phrases to open a conversation:

Phrases to present a problem:

Phrases to close a conversation:

Phrases to show that you don't understand :